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ABSTRACT

Children's literature is a rich source of information for teachers to use in helping elementary school students learn to become knowledgeable and active citizens. Seventy-four children's books are described in terms of their citizenship or law-related content. Lesson ideas and, in some cases, complete lesson plans are offered that creatively focus on the citizenship building potential of each book, and a variety of motivational teaching methods is suggested. The citizenship concepts of authority, justice, responsibility, privacy, property, participation, diversity, and freedom are highlighted; and a table of contents, organized into three grade level groupings (kindergarten through grade 8) and presented in the form of a grid, indicates which concepts appear in each of the 74 selected books. A second table of contents similarly organized shows which of 35 subject areas are covered by the books. A citation, citizenship concepts, subject areas, grade and reading levels, and a synopsis of the story are presented for each book. Specific lesson ideas include use of discussions, films, role playing, and literature reviews. Three cartoon strip illustrations are included. (JHP)

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Teaching Citizenship Through Children's Literature

ED286771

BY SUSAN BOOTH LARSON

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Teaching Citizenship Through Children's Literature

by Susan Booth Larson

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1985

Children's literature is rich with opportunities for helping students, beginning in kindergarten, become knowledgeable and active citizens.

This book is a collection of 74 children's books with citizenship or law-related content. Lesson ideas, and, in some cases, complete lesson plans have been developed to creatively focus on the citizen-building potential of each book. A variety of teaching strategies is used to further motivate students.

The books in this document are keyed to eight concepts fundamental to good citizenship: Authority, Justice, Responsibility, Privacy, Property, Participation, Diversity, and Freedom. Teachers and librarians may choose to use the lesson plans as they appear here or to use them in conjunction with the excellent multimedia instructional units developed by Law in a Free Society: Center for Civic Education. Please feel free to modify the lessons to fit the special needs of your own classroom or to develop lesson plans using these plans as models.

The books in this publication were selected by teachers of grades K-8 involved in law-related education training. Thanks go to these teachers for their strong ideas and their understanding of students:

Lynn Bittleston
Jane Crofts
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Anatole and the Cat	11			X					
Androcles and the Lion	12	X	X						X
Annie and the Mud Monster	14	X				X			
The Best Mom in the World	15		X	X					X
The Blue China Pitcher	16				X				
The Bravest Babysitter	17						X		
Caps for Sale	18	X		X		X			
Care Bears: The Trouble with Timothy	19	X		X		X	X	X	
Care Bears – The Witch Down The Street	21			X	X		X		X
The Case of the Hungry Stranger	22		X	X					
The Cat in the Hat	23	X	X	X		X			
Crow Boy	25			X			X		
The Day Jimmy's Boa Ate The Wash	26	X	X	X					
Emmet	28	X		X					
Evan's Corner	30				X				
The Great Take-Away	31		X			X			
The Greentail Mouse	32	X							X
The Grouchy Ladybug	33		X						
Herbert Hated Being Small	34						X		
I Really Like Myself	35						X		X
Josephine's Imagination	36	X		X			X	X	
Leprechauns Never Lie	39							X	
The Little Red Hen and the Grain of Wheat	40	X	X	X					
The Littles	42				X	X			
Liverwurst is Missing	43	X	X	X					
Me Day	45						X		
Mean Maxine	46	X					X		
Noisy Nancy Norris	47	X	X	X		X			
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So What	51						X		
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The Tale of Peter Rabbit	55	X		X					
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Why Mosquitoes Buzz in People's Ears	65			X					
Yagua Days	67						X		

	Page Number	Citizenship Concepts								
		AUTHORITY	JUSTICE	RESPONSIBILITY	PRIVACY	PROPERTY	DIVERSITY	PARTICIPATION	FREEDOM
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Anatole and the Pied Piper	69	X					X		
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Danny, Champion of the World	73			X	X			X	
Dear Lola	75	X		X					
Dexter	77	X					X		
Island of the Skog	79	X							
Jelly Belly	81			X				X	
Kid Power	82			X					
The Kidnapping of Anna	83		X					X	X
The King's Fountain	85	X	X	X				X	
Little Brother and Little Sister	87	X							
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Misty and Me	89			X					
My Side of the Mountain	91			X	X				
Operation Dump the Chump	92			X					
Pippi Longstocking	93	X			X				X
Sadako and the Thousand Cranes	94			X					
Seven Alone	95	X		X				X	X
Snow Treasure	96		X					X	X
Soup	97					X			
GRADES 7-8 BOOKS									
The Chocolate War	98	X	X						X
The Diary of Anne Frank	99	X	X				X		X
The Enemy	100		X	X					
Johnny Tremain	101	X	X	X					X
The Necklace	103		X	X		X	X		X
Ransom of Red Chief	104	X	X	X					
Reunion	105	X	X				X		X
Rikki-Tikki-Tavi	106	X	X	X		X			
To Kill a Mockingbird	107		X				X		
The Wave	109	X							X

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		Subject Areas																																		
Anatole and the Cat	11		x					x				x									x			x												
Androcles and the Lion	12		x				x								x						x									x		x				
Annie and the Mud Monster	14		x																													x				
The Best Mom in the World	15		x				x	x																								x				
The Blue China Pitcher	16						x														x													x		
The Bravest Babysitter	17						x														x									x	x					
Caps for Sale	18		x				x														x		x							x				x		
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The Cat in the Hat	23		x																		x									x		x				
Crow Boy	25		x														x							x								x				
The Day Jimmy's Boa Ate The Wash	26		x				x			x											x									x	x					
Emmet	28		x	x																	x	x								x						
Evan's Corner	30		x						x																							x				
The Great Take-Away	31		x																		x		x											x		
The Greentail Mouse	32		x				x												x					x												
The Grouchy Ladybug	33		x						x														x								x					x
Herbert Hated Being Small	34		x						x								x				x											x				
I Really Like Myself	35		x						x								x				x															
Josephine's Imagination	36		x					x	x					x							x			x								x				
Leprechauns Never Lie	39								x					x										x								x				
The Little Red Hen and the Grain of Wheat	40		x				x														x									x						
The Littles	42		x					x													x											x		x		
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Why Mosquitoes Buzz in People's Ears	65		x			x		x													x			x												
Yagua Days	67				x										x						x			x	x							x	x			

Subject Areas

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Danny, Champion of the World	73		X			X			X	X												X									X				
Dear Lola	75								X						X															X		X			
Dexter	77			X						X															X							X				
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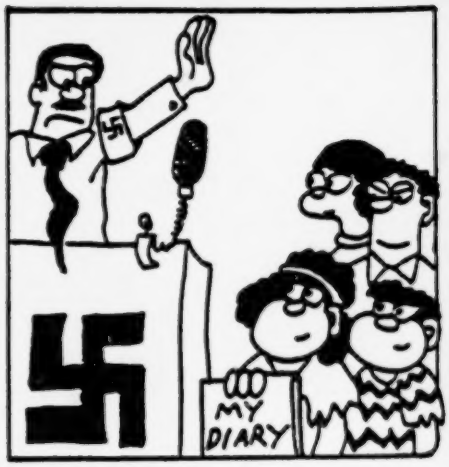
To Kill a Mockingbird	107		X			X											X				X			X								X			
The Wave	109					X											X				X											X			



Authority

I. What is authority?

What is the difference between authority and power without authority?

Authority is power that is legitimized and institutionalized in society, usually by custom, law, or prevailing principles of morality. Authority may be exemplified in either roles (social status) or laws.

II. How can we use authority?

What would happen if there were no rules or laws? What would our life be like if there were no people in positions of authority?

How can authority be used to help deal with problems?

III. What are some considerations useful in selecting people to fill positions of authority?

What are some considerations useful in evaluating rules?

IV. What are some common benefits and costs of authority?

V. What should be the scope and limits of authority?

If authority is to be used effectively, sufficient powers and resources must be provided and clear limits on authority must be established.

Privacy

I. What is privacy?

II. What factors might explain differences in privacy behavior?

What cultural, family, geographical, personal, etc. characteristics affect a person's desiring or needing privacy?

III. What might be some benefits and costs of privacy?

What are some effects of privacy? Which of these can be considered advantages? Which are disadvantages?

IV. What should be the scope and limits of privacy?

What should be done when privacy comes into conflict with other values?

Justice

I. What is Justice or Fairness?

II. Making decisions about problems involving Distributive Justice (sharing benefits and burdens)

Who should receive a scarce item?

What similarities and differences in the people being considered are important to think about?

Who has the greatest <u>need</u>? Why?

Who has the greatest <u>ability</u> to use the item? Why?

Who <u>deserves</u> the item more? Why?

III. Making decisions about problems involving Corrective Justice (responding to wrongs or injuries)

Why do we need to correct wrongs?

What are wrongs?

How serious are the wrongs?

What kind of a person committed the wrong?

Who was wronged?

What are possible methods to correct the wrong?

Which method is the most appropriate? Why?

IV. Making decisions about problems involving Procedural Justice (ways of making decisions, ways of gathering information)

Why should people use fair methods to make decisions?

Why should people use fair ways to gather information?

How can you decide whether people have used fair ways to find things out or make decisions?

Responsibility

I. What is responsibility?

Responsibility is the duty to do something or not to do something.

Who has responsibilities?

What are the responsibilities?

Where did the responsibilities come from?

What might happen if the person carried out the responsibilities?

What might happen if the person did not carry out the responsibilities?

II. What are some benefits and costs of fulfilling responsibilities?

What are the consequences of fulfilling responsibilities?

Which consequences are benefits? Costs?

Do the benefits of taking on a responsibility outweigh the costs?

III. How should one choose among competing responsibilities, interests, and values?

What responsibilities and values are in conflict?

How urgent are the responsibilities?

How important are the responsibilities in relation to each other?

Is time available to fulfill the responsibility?

Are resources available to fulfill the responsibility?

What other values and issues should be considered?

What are alternate solutions or compromises?

What responsibilities should be fulfilled?

IV. Who should be considered responsible?

Who was involved?

Who caused the event to happen?

What was the individual's state of mind when he or she caused something to happen?

Did they have control over what they did?

Did they have a duty to act, or refrain from acting, as they did?

Freedom

I. What is freedom?

Freedom is the absence of internal and/or external restraints or constraints.

Why do we value freedom?

II. What are some of the factors that may affect a person's attitude toward freedom?

Psychological, educational, cultural, religious, economic, and political factors affect attitudes toward freedom.

III. What are some of the benefits and costs of freedom?

Benefits: individuality, responsibility, self-esteem, human dignity, gratification, "safety-valve", diversity, innovation, political stability, and preservation of freedom.

Costs: anxiety, abdication of responsibility, irresponsibility, lessened self-esteem, withdrawal, disorder, inefficiency, insecurity, exploitation, and mistakes.

IV. What should be the scope and limits of freedom?

What are the possible effects of increasing or decreasing the amount of freedom?

How much freedom should be allowed in specific situations? Why?

Property

I. What is property?

Property is that which is capable of being owned. It may be tangible (cars, homes, land) or intangible (ideas, airwaves, copyrights, the right to use public resources, etc.)

What are some common forms of ownership?

Individual
Group
State

What are the sources of ownership rights and responsibilities?

Custom
Tradition
Rules
Law

II. What are some of the factors that may affect a person's attitudes toward property?

III. What are some of the potential benefits and costs of individual, group or state ownership?

What are the consequences of each type of ownership?

Which of these consequences would be considered advantages? Disadvantages? Why?

IV. What should be the scope and limits of individual, group and/or state ownership?

What are reasonable allocations of property rights?

What are the probable consequences of the various allocations?

Participation

I. What is Participation?

Participation is defined as individual or group involvement in: (1) the determination of group goals; (2) the determination of means for the implementation of group goals, or; (3) the execution of group goals.

What types of participation are there?

Seeking information, discussing, persuading, attending meetings, making contributions, communicating with representatives, voting, canvassing voters, working in campaigns, lobbying, demonstrating, civil disobedience, speech writing, speech making, nominating a candidate, holding office, serving as a juror, and formulating policies.

II. What are some of the important benefits and costs of participation?

What are the consequences of participation?

Which of these consequences are advantages? Disadvantages?

III. What should be the scope and limits of participation?

Who should participate?

What forms of participation should be used?

Diversity

I. What is diversity?

Diversity is the existence of difference or variety.

What are some of the manifestations of diversity?

Diversity exists in such areas as: physical characteristics, psychological characteristics, skills, abilities, occupations, values, interests, aesthetics, language and speech patterns, ethnicity, religion, economics and politics.

What factors affect diversity?

Some factors which affect diversity are: geographic, economic, political and legal, psychological and social, physical, and historical.

II. What are some of the important benefits and costs of diversity?

III. What should be the scope and limits of diversity?

What might be the effects of expanding or increasing diversity?

What might be the effects of decreasing or limiting diversity?

What might be the benefits and costs of increasing or decreasing diversity?

Should the diversity be maintained, expanded or limited?

What values is your decision designed to promote?

Grades K-3 Books

Allen Schmautzer

CITIZENSHIP CONCEPT(S):

Responsibility

SUBJECT AREAS:

Language Arts, French

Anatole and The Cat. Eve Titus. McGraw-Hill: New York, 1957, 32 pages.

GRADES: 3

READING LEVEL: 3-4

Synopsis:

Anatole is prevented by fear from carrying out his responsibilities as cheese taster at the cheese factory. The main conflict centers around his responsibility to himself and to his family versus his responsibility to his job.

Lesson Ideas:

1. Use the Law in a Free Society Responsibility kit to study the unit: Choosing Among Competing Responsibilities.
2. Explore family relationships and the values upon which they are based (respect, etc.)
3. Use the French words in the story and discuss the English derivatives.
4. Questions:
   - A. What are Anatole's responsibilities?
   - B. List his responsibilities in priority order.
   - C. What options did Anatole have?
   - D. Was his solution fair?
   - E. Was he fair when he asked others to continue to work? Was he fair with his helper?

CITIZENSHIP CONCEPT(S):

Freedom, Justice, Authority

SUBJECT AREAS:

Language Arts, Social Studies, Art

GRADES: K-3

READING LEVEL: 2-3

Androcles and The Lion. Paul Galdone. McGraw-Hill: New York, 1970, 36 pages.

Synopsis:

This picture book repeats a well known theme. Man helps a vicious animal; the animal in turn helps man in his time of need. The man in this story is Androcles, a slave who serves a cruel master. One night Androcles escapes to a forest where he encounters a moaning lion with a thorn in his foot. Androcles removes the thorn and the lion gives him shelter in his cave. Later Androcles is discovered by the Emperor's soldiers who take him to fight a hungry lion in the Emperor's arena. Androcles is amazed and grateful when the lion turns out to be his friend from the cave. When the Emperor hears how Androcles and the lion became friends, he frees them both.

Lesson Ideas:

1. Questions for discussion following the story.

   A. Who had authority in this story?

   B. Did the Emperor have a right to this authority? Why? Why not?

   C. Was it right for Androcles to run away from his master? Why? Why not?

   D. Did Androcles deserve the punishment he got? If not, what, if any, would be an appropriate punishment for him?

   E. Was justice served in the end for Androcles? The Lion? The Emperor? Androcles' master? Why? Why not?

2. Act out the story with various students playing the roles of the story's characters.

3. Make puppets for the various characters and act out the story as a puppet show.

4. Make a class picture book asking class members to draw pictures depicting parts of the story.

5. Use story with Law in a Free Society kit on Justice.

CITIZENSHIP CONCEPT(S):

Authority, Diversity

SUBJECT AREAS:

Social Studies, Art

Annie and the Mud Monster. Dick Gackenback. Lothrop, Lee & Shepard: New York, 1982, 29 pages.

GRADES: 1-3

READING LEVEL: 2-3

Synopsis:

Annie is on her way to a costume party dressed as a clean potato when she meets the Mud Monster who bullies her into playing in a mud puddle and becoming filthy. she then arrives at the party muddy and no one there likes her because she is "different." When Annie arrives home and tells her mother, Mother is understanding and tells her "muddy or not, you're first prize with me." did the mud monster have the authority to tell her to play in the mud?

Lesson Ideas:

1. Discuss authority and power without authority of all the main characters - Annie, Mud Monster, Mother, other children.

2. Do we all need to look the same to be a "potato", (or child, etc.)? Discuss likenesses and differences.

3. Fingerpainting: Scenes of the book. Use chocolate pudding. It's fun - try it! It's better than mud because you can lick your fingers!

4. Let students practice saying "No" to offers which are not good for them.

CITIZENSHIP CONCEPT(S):

Responsibility,

Justice, Freedom

SUBJECT AREAS:

Social Studies, Art

The Best Mom in the World. Judy Detton & Elaine Knox-Wagner. Whitman & Co.: Chicago, 1979, 28 pages.

GRADES: 1-4

READING LEVEL: 2-4

Synopsis:

This is the story of a small boy who is used to his Mom doing "everything" for him. She has been totally responsible for taking care of him. Now this "best Mom in the world" goes to work and Lee Henry is being asked to do some things for himself. At first he rebels and is unhappy, but his Mom teaches him how to tie his shoes, how to make a snack for himself and find his own clothes. Lee Henry becomes proud of his new responsibilities as does his Mom.

Lesson Ideas:

1. List all the things Lee Henry's Mom does for him and compare it to what your Mom does for you.
2. List all the things Lee Henry learned to do for himself and compare it to what you can now do for yourself.
3. Discuss home responsibilities.
4. Is it fair for household chores to be shared?
5. What if home responsibilities were not done? What would your home be like?
6. Draw pictures of either Lee Henry's responsibilities or yours.
7. Role play this book.
8. Develop a magazine collage of home responsibilities you have. Compare the different responsibilities different students have.

CITIZENSHIP CONCEPT(S):

Property

SUBJECT AREAS:

Language Arts

GRADES: K-3

READING LEVEL: 1-3

The Blue China Pitcher.
Elizabeth C. Meyer. Abingdon Press: Nashville, 23 pages.

Synopsis:

Sarah was a little girl who lived in Sourberry Wood. She decided to have a party. She sent invitations to her best friends, Oswald Rabbit and Bernard the Woodmouse. In preparation Sarah fills her beautiful blue china pitcher with milk and sets it to cool in Pussy Willow Creek. When she returns to get the pitcher it is gone.

Lesson Ideas:

1. The students can discuss the book using the following discussion questions:
   A. How did Sarah feel about her property?
   B. What did she do to retrieve her property?
   C. Did Sarah know what might happen if she left the pitcher at the creek?
   D. Did Oswald Rabbit do what he did on purpose?
2. Have students role-play the story - assign parts.
3. Mock trial: The case of "The Missing China Pitcher".
4. Have students write letters inviting someone to come to the classroom, just like Sarah did.

CITIZENSHIP CONCEPT(S):

Participation

SUBJECT AREAS:

Social Studies,

Science

GRADES: 1-3

READING LEVEL: 2-3

The Bravest Babysitter.
Barbara Greenberg. The Dial Press: New York, 26 pages.

Synopsis:

Heather was Lisa's favorite babysitter. Heather liked to read books aloud, and she laughed hard at the silly parts and made her voice spooky for the scary parts. Lisa always had a good time with Heather. But one night it started to rain, and thunder rattled the windows. Then Heather began to act very strangely and Lisa was in for an unusual evening.

Lesson Ideas:

1. Students can role-play the story.

2. Discussion

   A. How do you feel when it's thundering and lightning outside?

   B. What can you do to help your brothers and sisters not be afraid?

   C. What can you do to help your babysitter?

   D. What would have happened if Lisa had not helped the babysitter?

3. Students make a water cycle after discussion of meteorology.

CITIZENSHIP CONCEPT(S):

Responsibility, Authority, Property

SUBJECT AREAS:

Language Arts, Art, Math

GRADES: K-2

READING LEVEL: 1-2

Caps For Sale. Esphyr Slobodking. Addison-Wesley: Reading, 1968, 42 pages.

Synopsis:

A peddler walks carefully up and down the streets, balancing a huge pile of caps on top of his head, calling out "Caps for sale!" When he goes out in the country and takes a nap under a tree, with the caps still balanced on his head, a band of mischievous monkeys steals every cap except for his own checked one. When he awakes he is drawn to anger in his efforts to get the caps back, which he eventually does.

Lesson Ideas:

1. Discuss the following questions:
   - A. What rules were broken in this story?
   - B. What happened when the rules were not followed?
   - C. When was power without authority used?
   - D. Did the monkeys exhibit responsibility in the end? Explain.
   - E. Whose responsibility was it to wear the caps, the peddler or the monkeys?
   - F. Whose property were the caps? Did the monkeys have the right to take the caps?
2. Make a diorama of the story. This may be used to develop math skills.
3. Make a series of pictures describing the sequence of events in the story. Number the pictures and number the caps.
4. Pantomime the peddler and monkeys.
5. Retell the story in the students' own words in writing.

CITIZENSHIP CONCEPT(S):

Authority, Responsibility, Participation, Property, Diversity

SUBJECT AREAS:

Language Arts, Health

Care Bears: The Trouble With Timothy. Margaret Ludlow. Parker Bros. Co., 1983, 40 pages.

GRADES: 1-3

READING LEVEL: 1-3

Synopsis:

Timothy shows little respect for authority, property, the rights of others, and individual participation in the class setting. He makes paper airplanes, breaks rules, and ridicules the teacher. He says "I don't have a friend in the world." Care-a-lot Bear tells him some ways to participate in school so he will be able to learn. he will also show respect for authority by not making fun of the teacher. Care-a-lot Bear tells him how to participate in math and reading so he can understand and learn better. Timothy learns misbehaving isn't the way to gain attention. He finds out friendship comes from respecting others and they will respect and care for you in the same way.

Lesson Ideas:

1. Read the story.
2. Discuss Timothy and his problems.
3. Role play the way Timothy acted in his class.
4. Role play different ways Timothy could have acted to show respect for authority.
5. Use puppets to role play the teacher, Timothy, class.
6. Write your own story about a child who misbehaves in class and how you could help him learn to respect authority.

7. Write a letter to Timothy and tell him what he could do that would make him more appealing to others.

8. Use the Law in a Free Society Authority kit. Unit II deals with why we have rules and people in positions of authority. Ask students to discuss what happens if there are no rules or effective authority.

CITIZENSHIP CONCEPT(S):

Diversity, Freedom, Privacy, Responsibility

SUBJECT AREAS:

Language Arts

GRADES: 1-3

READING LEVEL: 1-3

Care Bears - The Witch Down the Street. Stephanie Morgan. Parker Bros., 1983, 40 pages.

Synopsis:

Melissa plays a trick on an old woman who lives down the street. The neighborhood children invade the old woman's privacy and tease her about being a witch. The Care Bears show Melissa that she should respect the old woman's rights to be different . . . i.e. . . . older. Melissa is kind to her on her birthday.

Lesson Ideas:

1. Read the story.
2. Role-play different events which could be used to make the woman feel included in the community.
3. Tape record the students telling how Melissa should treat the woman--perhaps a story or poem to replay for others.
4. Write letters to older persons who live in a retirement home.
5. Make a list of odd jobs which students could do for a special older person in the community.
6. Divide a large sheet of drawing paper in half. Ask the students to draw two pictures: one showing how they would want Melissa to treat them if they were an old person and one picture showing how they would not want to be treated. Post these pictures and discuss them.

CITIZENSHIP CONCEPT(S):

Responsibility, Justice

SUBJECT AREAS:

Language Arts, Steal-

Social Studies, Art,

Cooking

GRADES: 2-3

READING LEVEL: 2-3

The Case of the Hungry Stranger. Crosby Bonsall. Scholastic Book Serv.: New York, 1970, 59 pages.

Synopsis:

Four boys, Wizard, Tubby, Skinny and Snitch, have a "No Girls Allowed" club and Wizard considers himself a "Private Eye." When Mrs. Meech, a neighbor, has two freshly baked blueberry pies stolen, she hires the club to find the thief. After following several false leads and suspecting each other and Mrs. Meech, they discover the culprit is a local dog. The story lends itself well to a study of who is really responsible.

Lesson Ideas:

1. Make a list of all the characters in the story that could be considered responsible. Tell why.
2. Hold a trial to determine if Mrs. Meech, the dog, or the dog's owner should be held responsible.
3. Make a list of possible solutions to repay Mrs. Meech for the stolen pies.
4. Illustrate "Wanted" posters describing the thief.
5. Make a batch of blueberry muffins and have a class party. After eating the muffins make a list of ways to track down a blueberry thief.
6. Use the fourth unit in the Law in a Free Society Responsibility kit: Who should be considered responsible?

CITIZENSHIP CONCEPT(S):

Authority, Justice,

Responsibility,

Property

SUBJECT AREAS:

Language Arts,

Social Studies

GRADES: 1-2

READING LEVEL: 2

The Cat in the Hat. Doctor Seuss. Beginner Books: New York, 1957.

Synopsis:

The Cat in the Hat by Doctor Seuss is a marvelous book for teaching Law-Related Education. Within this one book several LRE concepts are touched upon: Authority, Justice, Responsibility and respect for Property.

Lesson Ideas:

1. Discuss the LRE concepts to ensure that the class will understand how they are to view the film. Define: Authority, Justice, Responsibility, and Respect for property. Discuss the differences between power with and without authority. Discuss the purpose of having rules. Discuss justice (fairness) and its costs and benefits. Discuss responsibility, its costs and benefits, having them choose between competing responsibilities. Discuss property, public vs. private and common property.

2. Show the film, The Cat in the Hat. When the film is over, discuss the film in terms of the four LRE concepts above.

3. Have the children each choose one of the concepts and re-write the story (in synopsis) having the Cat obey or following that LRE concept.

4. Have the children evaluate their own work. As literature, what is the charm of the Cat in the Hat? Is he charming and funny because he does as he wishes? Is it okay in a story for these things to happen? What would happen if this sort of behavior was exhibited in real life? What would you do if someone (like the Cat) did this to you?

5. Share the rewritten stories in the classroom. Then have a group rewrite: that is, the class as a group re-do the story and then illustrate it. Make it into a book.

CITIZENSHIP CONCEPT(S):

Responsibility,

Diversity

SUBJECT AREAS:

Multicultural, Social Studies, Health

GRADES: 1-3

READING LEVEL: 2

Crow Boy. Taro Yashima.
Viking Press: New York, 1955.

Synopsis:

This is an excellent book to use when discussing the importance of accepting those who are different, to learn about others and share with them, and to emphasize our responsibility to others.

Lesson Ideas:

1. Talk about making new students feel welcome and a part of the group. What does it feel like to be a new student? What is something you can do to make a new student feel welcome? Are all new students the same? If not, how are they different?

2. Read the story to the bottom of page 17. Stop and ask, "What do the students know about Chibi so far?" Finish reading the story. Ask if they learned any more about Chibi and why? Why do you think no one had taken the time to get to know Chibi? How was he like and then different from the others? What are some ways the book shows that Chibi was different from the other children? Can you think of a special event that helped everyone become aware of Chibi? How would you have felt if you were Chibi?

3. Assign students to act as guides for new students and take turns.

4. Make bulletin board with students' pictures and a short paragraph telling about them.

5. Water color a background (out of doors). Cut out or draw in with black pen (as Chibi did) illustrations from the story.

6. Learn the song, "I Live in the City." Take turns holding up the different colored hands for each verse.

CITIZENSHIP CONCEPT(S):

Authority, Justice, Responsibility

SUBJECT AREAS:

Language Arts, Art, Field Trips

GRADES: 1-3

READING LEVEL: 2

The Day Jimmy's Boa Ate the Wash. Trinka Hakes Noble. The Dial Press: New York, 1980, 32 pages.

Synopsis:

This story begins with a recounting of an ordinary school field trip to a farm. The field trip turns into chaos and confusion when one child lets his pet boa constrictor loose at the farm. The boa disrupts the animals which go into a frenzy of activity. When the animals go wild the children lose all control and react wildly. As the children become more out of control, the farmer and his wife lose their ability to cope with the situation. The bus driver can't control the pigs who eat all the lunches on the bus. The pigs head for the bus because the children were throwing the pig's corn at each other--they ran out of eggs to toss! The farmer's wife starts screaming and the teacher makes the children get on the bus. The story ends with the farmer and his wife keeping the boa and the children returning to the city. One pig also returns with the children to replace the boa as a pet.

Lesson Ideas:

1. Discussion Questions:

   A. Who was supposed to have the authority on the field trip?

   B. Who made the rules for the children who were on the bus?

   C. Why did the animals in the barnyard lose their self-control?

   D. Why weren't the rules followed by the children on the field trip?

   E. Once the authority was lost, who had to get it back?

F. How was control regained by the people who needed to have authority?

G. Who executed power over the out of control situation?

H. Who became powerful without having authority?

I. What rules would you make to prevent this situation?

J. Why are rules important to follow?

2. Plan an imaginary field trip somewhere with your own unusual animal as a surprise guest. Decide what would happen if your animal got loose and you broke rules about taking unusual animals on the trip.

3. Make a list of field trip rules that would be reasonable for everyone. Decide who has the authority to monitor them. Illustrate each rule on the group chart with sample drawings from The Day Jimmy's Boa Ate the Wash.

4. Make a giant boa on long white paper. A computer roll works very well for this. Have each child fill in a section of the boa with some part of the farmer's wife's wash.

5. Role play the story. Choose portions which show rules being broken, as well as rules being followed. Try to bring out who should have been giving the guidelines for the group.

6. Pretend the bus driver has a major role in the story. Retell the story through the eyes of the bus driver. Have the bus driver be the ultimate authority figure and decide how the story would have been different.

7. Hold a mock-trial for Jimmy. Decide what should happen to him since he took his boa on a bus to the farm.

8. Make a mural of the barnyard with all the animals in flight. Show the children, the bus, the boa, and try to depict the chaos and confusion of the story.

CITIZENSHIP CONCEPT(S):

Responsibility,

Authority

SUBJECT AREAS:

Language Arts, Art,

Career Education, Pets

GRADES: K-2

READING LEVEL: 2-3

Emmet. Leo Politi. Charles Scribner's Sons: New York, 1971, 26 pages.

Synopsis:

Emmet is a dog who has a bad reputation until he gets a chance to redeem himself by helping to catch a burglar who sets fire to a grocery store.

Lesson Ideas:

1. Discussion questions:

   A. Was Emmet being responsible when he jumped over the wall when his master's back was turned?

   B. How was justice achieved when he chased cats? When he took kid's stuffed toys? When he disobeyed the grocery store sign?

   C. Who had authority in Emmet's life? What would have happened if there was no authority in Emmet's life?

   D. Was Emmet responsible when he saw the burglar - arsonist in his act? Was he using power with or without authority?

   E. How did Mr. Winkel use his authority? The grocer?

   F. What responsible act did Emmet carry out that helped the police catch the criminal? How did the dog's alertness display his responsibility?

   G. What kind of justice occurred in the end?

2. What responsibility do students have if they see a crime being committed? Invite a police officer in to discuss appropriate ways for them to help stop crime.

3. Draw pictures of favorite parts of the story with descriptive sentences.

4. Produce two puppet shows. The first can show the story as it really happened in the book. The second puppet show should show what would have happened if Emmet had not helped. Focus on the consequences to the victim.

CITIZENSHIP CONCEPT(S):

Privacy

SUBJECT AREAS:

Social Studies, Art

Evan's Corner. Elizabeth Stan Hill. Holt, Rinehart & Winston: New york, 45 pages.

GRADES: 1-3

READING LEVEL: 2-3

Synopsis:

Evan lives with his parents, three sisters and two brothers in a two room apartment. Everyone has a place of their own but Evan. He decides he wants a place of his own so he clears one corner of the living room. He is overwhelmed by his corner so he fixes it up with pictures, flowers, furniture and even a turtle. But Evan suddenly realizes something is missing.

Lesson Ideas:

1. Use this lesson with the Law in a Free Society Privacy kit. Discuss the benefits and costs of privacy.
2. Art activity - students make dioramas or drawings of "My Special Place".
3. Students list ways they can respect the privacy of each other in the classroom.
4. Discussion - Why do we need privacy?
5. Show the film "Evan's Corner."

CITIZENSHIP CONCEPT(S):

Justice, Property

SUBJECT AREAS:

Math

GRADES: 1-3

READING LEVEL: 1-3

The Great Take-Away. Louise Mathews. Dodd, Mead & Co., 1980, 36 pages.

Synopsis:

A lazy hog decides that a life of crime is easier than holding down a job. As the "Masked Superpig" he subtracts rattles, presents, pocketbooks, and jewels from the town's pigs. Finally, by means of his own greed, the robber is at last caught. The things the hog subtracted from his victims are finally taken away from him and he is at last put in jail.

Lesson Ideas:

1. Make a class book and have each child draw one thing that Superpig subtracted from someone in the story. The children will then write a sentence about their own picture.

2. Mock trial: The Town Pigs vs. Superpig.

3. Use the Corrective Justice tools from Law in a Free Society JUSTICE curriculum. The students, as "jurors", will decide an appropriate way to correct the wrongs Superpig committed.

CITIZENSHIP CONCEPT(S):

Freedom, Authority

SUBJECT AREAS:

Holidays, Multicultural Education, Art

GRADES: K-2

READING LEVEL: 2-4

The Greentail Mouse. Leo Lionni. Pantheon Books - Random House: 1973, 28 pages.

Synopsis:

The little mice become so actively engaged with each other making masks and masquerading for Mardi Gras they forget that it is all in fun. A fun-loving peaceful community becomes a place of hate and suspicion.

Lesson Ideas:

1. Make masks and noise makers. Have a Mardi Gras parade.
2. Act out the story as a play. Discuss the problems that occurred without effective authority as the mice began to get too wild.
3. Draw pictures of the masquerading mice.

CITIZENSHIP CONCEPT(S):

Justice

SUBJECT AREAS:

Science, Math, Time

The Grouchy Ladybug. Eric Carle. Thomas Y. Crowell Co.: New York, 1977, 39 pages.

GRADES: K-3

READING LEVEL: 2

Synopsis:

The grouchy ladybug flies from place to place encountering other insects and animals. Each hour he meets a new character and he says, "Hey you, want to fight?" When the character replies, "If you insist," the grouchy ladybug replies, "Oh, you're not big enough" and flies away. At the end of the story the grouchy ladybug picks on someone who finally teaches him a lesson.

Lesson Ideas:

1. Make a class book showing both time and each character encountered.
2. Science - learn about habits of ladybugs and their use to the gardener.
3. Math - Review the illustrated time sequences found in the book.
4. Discuss fighting as a way to solve problems. How effective is it? What problems does fighting cause?

CITIZENSHIP CONCEPT(S):

Diversity

SUBJECT AREAS:

Social Studies, Art, Health

GRADES: 1-3

READING LEVEL: 2-3

Herbert Hated Being Small. Karla Kuskin. Houghton Mifflin: Boston, 1979, 32 pages.

Synopsis:

This story is about short Herbert and tall Philomel. Each is from a different place but unhappy with their height. When they unexpectedly meet each other they are surprised to discover they are the same in height. "Size is related to just who is standing next to you and where you are and where you're from." A good opportunity to explore likenesses and differences.

Lesson Ideas:

1. We need to respect each other regardless of size or shape. Use your own students to stand up in different groupings - how are these two, three, or four students the same, or different?

2. Make "I am Special" silhouettes and display these around the room. Discuss these silhouettes with the kids from the viewpoint of this story.

3. Use in correlation with the book So What, M. Cohen.

CITIZENSHIP CONCEPT(S):

Diversity, Freedom

SUBJECT AREAS:

Language Arts, Art

I Really Like Myself.
Kattler, Dorothy & Willis,
Aurora Publishers: Nashville,
1974, 32 pages.

GRADES: K-4

READING LEVEL: 2

Synopsis:

Each two pages discusses (from the personal "I") things that children like or don't like about themselves or friends in looks, behavior, expectations of parents, etc. It ends on the thought that to be accepted and loved is because everyone is a special person because of their differences.

Lesson Ideas:

1. Good book to be read to children K-4. It promotes a great deal of discussion concerning how people are different and why it's good to be different. It helps children to understand that in spite of differences we are much the same.

2. Art - Give children materials to make puppets. Have a puppet show and have puppets discuss how they are different and alike.

3. The Law in a Free Society Diversity lesson plan book is an excellent resource for other lessons about the concept of diversity. Complete lesson plans are available for dealing with this concept K-12.

CITIZENSHIP CONCEPT(S):

Authority, Responsibility, Participation, Diversity

SUBJECT AREAS:

Social Studies, Art

Language Arts

GRADES: K-3

READING LEVEL: 3

Josephine's Imagination. Arnold Dobrin. Four Winds Press: New York, 1974, 44 pages.

Synopsis:

Josephine, a young Haitian girl, accompanies her mother to market where her mother tries to sell the brooms she's made during the previous week. While her mother tends the market stall, Josephine explores the marketplace. She accidentally bumps into an old man who gives her a little animal he has made from straw. Fascinated by the straw animal, Josephine asks the man how he learned to make it. He replies, "Nobody learned me how to do much of anything. I just use my 'magination." The following week she uses her free time to experiment putting together scraps from her mother's broom making. Eventually she creates a real doll from her 'magination. The daughter and mother decide to make more dolls to sell at the Friday market. The dolls are popular and Josephine is happy to see her purse fill with coins.

Lesson Ideas:

1. Law-related questions for discussion:

   A. Who has authority in this story? (The mother)

   B. How could you tell the mother had authority? (The mother obviously is very busy trying to run her busy household, make brooms, and earn money for her family's needs. She is short and impatient when Josephine dawdles and seemingly wastes time.)

   C. Was Josephine responsible? How did she contribute to her family? (Josephine had home chores to do. At the end of the story Josephine was able to make money from the dolls she sold.)

   D. Were Josephine's home responsibilities similar to

ones you do at home? (Different cultures and life styles may create different kinds of responsibilities.)

2. Art ideas

   A. Go through the book with the children and carefully look at the illustrations. Discussion questions may include: What medium did the artist use? What do you think the climate was like where Josephine lived? Why? How did the artist make the illustrations seem warm, sunny? Why do you think the artist chose to alternate white, grey, and black pictures with brightly colored ones? Are the watercolors in this story the same as they are in the Beatrix Potter stories? How are they alike? How different?

   B. Share some prints of Paul Gauguin's paintings. Compare the pictures he painted in the South Seas with the pictures in the book, Josephine's Imagination. Why do you think both artists used bright, vivid, warm colors? Talk about Gauguin's life and how his experiences influenced his paintings.

   C. Activities: Have children create watercolor using warm, bright colors. Have a group of children create a mural depicting life in a community such as Josephine's. Make dolls from a variety of materials. Set up an imagination center providing a variety of materials for the children to use in creating something from their imaginations.

3. Language Arts

   A. Talk about the descriptive language used in the story. Examples may include: (1) candy--tangy but sweet--cool like the breeze that was softly blowing from the sea. (2) the moon hung in in the sky like a big, pale slice of melon. (3) long, bright fingers of sunlight crawl into the room. (4) the palmettos whispered and scratched together.

   B. Follow descriptive language discussion with a writing lesson similar to the one below. Describe a sunset at the beach just before the sun slips behind the horizon. The _____, _____ sun looked like _____. Describe your yard after a fresh snowfall of several inches. Upon awakening I was surprised to see the front yard _____ in fresh snow. It looked like _____. Describe the sound of rain on the roof as you snuggle in your bed. As I lay in my bed I could hear the rain _____ on the roof. It sounded like _____.

C. Listening Comprehension
Recall Questions: (1) What did Josephine use to make dolls before she made her first real doll? (2) What did Josephine's mother make to sell at the market? (3) What was the weather like on market day? (4) What materials did Josephine use to create her real doll? (5) Why did Josephine think her dolls were good workers?
Interpretation Questions: (1) Did Josephine want to go to the market every Friday? Why or why not? (2) Did Josephine's family have much money? What makes you think this? (3) Why was it important to Josephine to find her imagination? (4) Why did Josephine feel happy when she sold her dolls at the market?

4. Social Studies

A. Find Haiti on the globe. (1) What state in the United States is closest to Haiti? (2) What large sea lies to the south of Haiti? (3) Where is the equator in relation to Haiti? (4) What do you think the climate is like in Haiti? Why? (5) What large ocean is north of Haiti?

B. From the book's illustrations, what can you tell about: (1) The life in Haiti? (2) The way people make their money? (3) The food? (4) The transportation? (5) The housing? (6) The pace of living?

CITIZENSHIP CONCEPT(S):

Participation

SUBJECT AREAS:

Social Studies, Multi-cultural Education

GRADES: K-3

READING LEVEL: 2

Leprechauns Never Lie.
Lorna Balian. Abingdon:
Nashville, 1980, 32 pages.

Synopsis:

Gram and Ninny Nanny live together in an old thatched hut near a river. Gram is ailing and Ninny Nanny is just lazy. She is not willing to help care for their simple needs. She does not participate. She finally says she'll catch a leprechaun and ends up helping improve their lot at home while looking for the pot of gold. She does participate in the end.

Lesson Ideas:

1. Discuss the problems in the story which occurred because Ninny Nanny did not participate in caring for Gram. How did her eventual participation improve their life?

2. What would our world be like if people didn't help out? Explain. Use examples relevant to the students' lives like: not cleaning up after art, not cleaning up after lunch, not helping to put out a fire, etc.

3. Do research on leprechauns and read about them. Where did they come from? Are they real? Write about a leprechaun you would like to have visit you.

4. Bulletin board showing leprechauns and where they may be hiding their treasures.

5. Invite guest of Irish ancestry to visit and tell about Ireland and the beliefs in the fairy-like man called a leprechaun.

CITIZENSHIP CONCEPT(S):

Justice, Authority, Responsibility

SUBJECT AREAS:

Art, Language Arts

The Little Red Hen and the Grain of Wheat. Watty Piper. Platt & Munk Co.: New York, 21 pages.

GRADES: 1-2

READING LEVEL: 2

Synopsis:

Mother Hen wanted to prepare for winter for her little chicks. She found some grains of wheat in the barn yard. Asked who would help her - Duck, Mouse and Pig - all would not. Sowed it herself. It grew - no one would help cut it - so she cut it herself - no one would help thrash it - she did it herself - who would help carry it to the windmill? No one would help - so she did it herself. The Rusty Dusty Miller ground it into nice white flour. Who would help bake it into bread - no one - so she did it herself. When asked who would like to have some to eat - all wanted to share the good bread but the Hen would not share. All the farm animals were sorry they hadn't helped. The Mother Hen said, "Lazy folk must hungry go, for they would not help me sow. Neither would they help me reap - they had rather rest and sleep. All alone I baked the bread, lazy folk shall not be fed. Eat it all, my chickies do - Mother made it all for you," and they did.

Lesson Ideas:

1. Use as a play and act out each part.
2. Make posters.
3. Class discussion (fairness, responsibility, participation.)
4. Students write their version of the story, with animals helping Mother Hen and illustrate.
5. Discuss:
   A. What responsibilities did Mother Hen have?
   B. Did Mother Hen have the authority to keep the other animals from eating her chicks' food?

C. What rules did Mother Hen use when others didn't help her prepare the food? Were the rules fair?

D. Was it fair of Mother Hen not to share the food? What if she had shared the food only with her close friends? Would that be fair?

6. Develop examples of the benefits of participation in projects where all might benefit: School carnival, cleaning up litter, etc.

CITIZENSHIP CONCEPT(S):

Property, Privacy

SUBJECT AREAS:

Language Arts, Social Studies, Art, Stealing

GRADES: 2-4

READING LEVEL: 2-3

The Littles. John Peterson. Scholastic Book Services: New York, 1967, 73 pages.

Synopsis:

A family of little people, the William T. Littles, live in the walls of the home owned by George W. Bigg. The Biggs are completely unaware that the Littles live with them as the Littles stay hidden in tiny rooms in the walls of the Bigg's house. The story revolves around numerous exciting adventures as the Littles fight a cat, mice and the possibility of being seen by the Biggs. It is an excellent background for studying private property and privacy.

Lesson Ideas:

1. Make a shoe box model of the Littles' rooms in the Biggs' house.
2. Hold a mock trial. Put the Littles on trial for invading the Biggs' private property. Also the issue of theft should be tried.
3. Have the class brainstorm alternatives to the Littles living illegally in the walls of the Biggs' house.
4. Have the class brainstorm alternatives to the Littles stealing food and material from the Biggs.

CITIZENSHIP CONCEPT(S):

Authority, Justice

Responsibility

SUBJECT AREAS:

Language Arts

Liverwurst is Missing.
Mercer Mayer. Four Winds Press: New York, 1981, 28 pages.

GRADES: 1-3

READING LEVEL: 3

Synopsis:

When Liverwurst, the baby rhinosterwurst, disappears, Wackatoo Indians, survivors of the 49th Cavalry, and children from the Koala Scouts join the circus company from which she is missing in rescuing her from a burger tycoon, Archibald McDoot III, who is interested in creating Rhino-burgers.

Lesson Ideas:

1. Discussion questions:

   A. Who had the authority to give Appelard a permit to search for Liverwurst?

   B. Why was it necessary for someone to be in charge of the 49th cavalry?

   C. Who misused his authority in this story?

   D. How did Archibald McDoot III use his power without authority?

   E. Who had authority and power over the Koala Scouts?

   F. What happened when the rules were not followed?

   G. Did the group have the authority from the judge to search McDoot's estate? From whom did they derive their authority?

   H. Did Archibald McDoot's bodyguards have the right to hold Liverwurst prisoner?

   I. Was Liverwurst's mother using authority or power without authority when she blocked the butcher's truck?

J. Were the Indian braves, the 49th Calvary, the animals, the Koala Scouts, and Appelard all showing responsibility in their actions? Explain.

K. How did the judge display his authority?

L. What happened when McDoot changed into a responsible person?

2. Art: Draw pictures of favorite parts of the story using tempera colors.

3. Language Arts: Put names of the story characters on the board. Children write a two-sentence description of each character's role in the story, selecting four or five favorites.

CITIZENSHIP CONCEPT(S):

Diversity

SUBJECT AREAS:

Language Arts, Art

Me Day. Joan M. Lexau.
Dial Press: New York,
27 pages.

GRADES: 3-4

READING LEVEL: 2-4

Synopsis:

It's Rafer's birthday and he gets out of doing all his chores, cake for supper and he gets to choose the T.V. shows. His parents are divorced and he hasn't heard from his father. His day seems to be getting worse until his mother sends him on an errand. Rafer's Me Day becomes better than he had ever dreamed.

Lesson Ideas:

1. (Story writing) How Do I Feel Today?
   Have children write how they feel at different times of the year and have them tell why they feel this way. Change the story daily or weekly on the bulletin board giving every child the opportunity of putting his/her story up. The child can illustrate the story by using real hair from an old wig or yarn or shredded paper. Clay makes good facial expressions.

CITIZENSHIP CONCEPT(S):

Authority, Diversity

SUBJECT AREAS:

Health, Art

Mean Maxine. Barbara Bottner. Pantheon Books: U.S. Random House, 1980, 1980, 29 pages.

GRADES: 1-3

READING LEVEL: 2-3

Synopsis:

This is a great book for developing authority and power without authority. Mean Maxine has been bullying Ralph, who is mad and wants to be strong enough to stand up for himself. Barry advises him to tell Maxine to buzz off! Ralph then fantasizes many different ways to tell Maxine to leave him alone. When he finally does meet her, his confidence is O.K. Surprise ending results in Ralph and Maxine becoming friends.

Lesson Ideas:

1. What can you say to someone in an assertive way so they will not bully you? Role play or list together.
2. Draw pictures about the story.
3. Who had authority in the story? Who exercised power without authority?

CITIZENSHIP CONCEPT(S):

Authority, Property, Justice, Responsibility

SUBJECT AREAS:

Health, Language Arts

GRADES: 1-3

READING LEVEL: 2-3

Noisy Nancy Norris. Lou Ann Gaeddert. Doubleday & Co.: Garden City, 1965, 63 pages.

Synopsis:

Nancy Norris was noisy. She banged on radiators, bounced down the hall and leaped off chairs with a thud. Nancy lived in an apartment and her noises often disturbed her neighbors. Mrs. Muffle, her downstairs neighbor, delivered an ultimatum telling Nancy she would have to move unless she could offer her neighbors peace and quiet. Nancy reformed saving her noises for the playground outside. Mrs. Muffle surprised her at the end of the story with . . .

Lesson Ideas:

1. Questions for discussion of the story.
   A. Who had authority in this story? Why?
   B. Why couldn't Nancy make all the noise she wanted in her own apartment house?
   C. Did Mrs. Muffle have the right to tell Nancy she would have to move? Why? Why not?
   D. Did Nancy find a fair way to make things right for herself and her neighbors?
2. Brainstorm and make a class list of appropriate times and places to be quiet, and another list of appropriate times and places to be noisy.
3. Ask students to pretend they are Mrs. Muffle. Then ask them to write a letter to Nancy asking her to be more quiet. In the letter Mrs. Muffle should explain her reasons for wanting quiet, and the consequences Nancy will receive if she can't comply.

CITIZENSHIP CONCEPT(S):

Property

SUBJECT AREAS:

Social Studies, Art, Health, Multicultural Education

GRADES: 1-2

READING LEVEL: 3-4

A Pair of Red Clogs.
Masako Matsuno. Wm. Collins & World Publishing Co.: Cleveland, 1960, 28 pages.

Synopsis:

Grandmother is sending a new pair of red clogs to her granddaughter. She remembers that when she went shopping for clogs with her mother, she carefully chose a pair of red ones. Her mother told her to be careful with them. On the way home she played a Japanese weather telling game by hiding them in the air. When they hit the ground they were cracked. She got them all dirty hoping her mother would buy her a new pair. Her mother told her to wash them. At the dinner table the story came out as to what had happened to the clogs. The little girl was ashamed of the way she had handled the damaged clogs and promised never to trick her mother again. The grandmother wonders how her granddaughter will take care of her clogs.

Lesson Ideas:

1. Class discussion of the book.
2. Write a story and illustrate it.
3. Role-play the book.
4. Draw pictures of clogs you would choose.
5. Have a display of clogs and various types of shoes worn by children.
6. Discuss kinds of property - tangible and intangible (education, skills, training).

7. Discuss attitudes toward property.

8. Discuss respect for and care of property.

9. Guest speaker: Japanese person to discuss the book, wearing of clogs, shoes, slippers, in Japan, how they are cared for, stored, etc.

CITIZENSHIP CONCEPT(S):

Property,

Responsibility

SUBJECT AREAS:

Science, Art, Language Arts, Creative Writing

GRADES: 1-4

READING LEVEL: 2-3

Quiet on Account of Dinosaur. Jane Thayer. William Morrow & Co.: New York, 1964, 30 pages.

Synopsis:

A little girl was studying dinosaurs and knew all about them. One day she found one - took it home - couldn't keep it so took it to school for a pet. Dandy the dinosaur was not happy so they sent for a doctor to help figure out what was wrong. The doctor watched him for awhile and learned he was afraid of noise. The children make signs - "Quiet On Account of Dinosaur." Mary became a scientist when she grew up.

Lesson Ideas:

1. Science - Dinosaur study and mural. Responsibility - Property - Talk about things you find - should you take them? Who do they belong to? What if dinosaur bones are found on the beach and people took them home for souvenirs?

2. English - creative writing. Responsibility - What would you do if you found a dinosaur? - Had one for a day? What would you feed it?

3. Art - Make stuffed dinosaur.

4. Role Play:

   A. If you were a dinosaur, how would you act if you were taken into a classroom?

   B. You find a dinosaur - How will you take care of it?

CITIZENSHIP CONCEPT(S):

Diversity

SUBJECT AREAS:

Health, Friendship, Language Arts

GRADES: 1-3

READING LEVEL: 2-3

So What. Miriam Cohen. Greenwillow Books: New York, 1982, 29 pages.

Synopsis:

Respect, self-acceptance and awareness of others are explored in So What. Everyone in first grade could hang upside down on the jungle gym without holding on. Except Jim. He was shorter than his classmates. Jim meets a new friend who helps him learn it's O.K. to be different.

Lesson Ideas:

1. Write about what makes you special to your Mom and Dad (or anyone) or something that is different about you, but is O.K.
2. Develop charts of things easy for some people and charts of things hard for some people.
3. Discuss what you could learn from a new friend.
4. Use in correlation with the book Herbert Hated Being Small, by K. Kuskin.

CITIZENSHIP CONCEPT(S):

Property, Authority, Participation, Justice, Responsibility, Freedom

SUBJECT AREAS:

Folklore, Cooking, Art, Language Arts, Social Studies

GRADES: 1-3

READING LEVEL: 2-3

Stone Soup. French folktale. Troll Associates: New Jersey, 1981, 29 pages.

Synopsis:

Two hungry soldiers trick a town into sharing their food that they have hidden and end up having a wonderful time.

Lesson Ideas:

1. Discuss the following questions:

   A. Did the soldiers have the authority to ask for the food?

   B. Did the people have the authority to hide their food?

   C. Was anyone's privacy invaded?

   D. Was it fair to trick the people?

   E. Who was showing responsibility in this story?

   F. Is it important for everyone in the community to participate? Why?

   G. How about individual freedoms or property rights?

2. Soup-Making:
Materials needed: Stone Soup book and record. (Available from Troll Book Club.) Vegetables and needed supplies to make the soup.

Day 1: Read or use record to hear the story. Discuss LRE concepts. Ask if they would like to make their own stone soup. Discuss how everyone is responsible for bringing in the ingredients: The more we bring, the better the soup will be. Only those participating will eat. Set a date 2-3 days later when soup will be made.

Day 2: With a parent helper, children get to chop all the veggies. Wash a large stone for the soup too. Let it boil until lunch. Add rolls and milk and enjoy!

Day 2-3: Evaluate why our soup was a success. Was everyone's help needed?

3. Added Enrichment or Evaluation:

A. Creative writing. Write a story about Stone Soup in your own words.

B. Draw pictures.

CITIZENSHIP CONCEPT(S):

Property,

Responsibility

SUBJECT AREAS:

Language Arts, Art

GRADES: K-4

READING LEVEL: 2 & up

The Tale of Benjamin Bunny. Beatrix Potter. F. Warne & Co. Inc.: New York, 1904, 59 pages.

Synopsis:

Benjamin Bunny and Peter Rabbit return to Mr. McGregor's garden to retrieve Peter's clothing from the scarecrow. They do not respect Mr. McGregor's property when they walk all over the freshly raked bed that had just been planted. They find Peter's clothes, pick some onions without permission and get trapped under a basket. They get discovered and spanked by Benjamin's father. Peter was responsible in finding his lost clothing, but did not do it in an acceptable manner.

Lesson Ideas:

1. Read the story to the class and do some role playing - one group could show what really happened and other groups could show alternate ways for Peter to have solved his problem.
2. Make puppets and do similar to above.
3. Paint illustrations or a mural of the story.
4. Make posters showing why they shouldn't have gone in the garden.
5. Dress a scarecrow.
6. Discuss the meaning of private property. Ask students to draw pictures of private property they own. Discuss how they would feel if someone destroyed their possessions.

CITIZENSHIP CONCEPT(S):

Authority,

Responsibility

SUBJECT AREAS:

Language Arts,

Social Studies, Art

GRADES: K-3

READING LEVEL: 2

The Tale of Peter Rabbit.
Beatrix Potter. Frederick
Warne & Co.: New York, 1902.

Synopsis:

This favorite tale may be used to discuss the issues of authority and responsibility, and develop student appreciation for art in literature.

Lesson Ideas:

1. Procedures:

   A. Read the story, The Tale of Peter Rabbit, to the children.

   B. Discuss the specific instance in the story where Peter Rabbit disobeyed his mother's authority.

   C. Discuss examples from the story where Peter was not responsible.

   D. Demonstrate how Peter got caught in the gooseberry net using a stuffed animal and an actual gooseberry net.

   E. Show the children dried camomile tea and make some for the children to sample (individual cups).

   F. Discuss illustrations in the text and let the children lightly color a ditto of Peter Rabbit, trying to copy the effect achieved by Beatrix Potter.

2. Evaluation: Based on discussion.

   A. How did Peter disobey his mother's authority in the story?

   B. What were the consequences for disobeying his mother's authority?

   C. Was Peter responsible for his jacket and shoes in the story? Why?

   D. What type of illustrations are found in the story?

   E. What is a gooseberry net and how was it used in the story?

   F. What is camomile tea and how was it used in the story?

CITIZENSHIP CONCEPT(S):

Responsibility

SUBJECT AREAS:

Social Studies,

Language Arts

GRADES: 1-4

READING LEVEL: 2-3

The Terrible Thing That Happened At Our House. Marge Blaine. Parents Magazine Press: New York, 1975, 32 pages.

Synopsis:

A youngster relates the terrible problems that occurred when her mother went to work and how the family solves them. The mother is now sharing responsibilities with the dad. The children feel neglected. At the end, the responsibilities shift so that they (the children) accept more responsibilities so that the family is again a "real" family.

Lesson Ideas:

1. Read the book to students. Discuss the following:

   A. Compare this girl's experience with your own. How is it at your home?

   B. Does your mother work? How do you share family responsibilities?

   C. If your mother doesn't work, do you help? How would you, if she did?

   D. Do Mom and Dad share responsibility?

   E. How would you change things at home?

   F. Is yours a "real" family in the sense described in the book?

   G. Write a paragraph or two describing your responsibilities at home.

2. Play the "what if?" game. For example, what if mother didn't buy the groceries, what would happen? Ask students to respond, each adding a different consequence if the responsibility weren't carried out. What if the lawn wasn't mowed? What if no one cleaned up the dishes? What if no one paid the bills? Etc.

3. Unit 3 of the Law in a Free Society RESPONSIBILITY materials deals with: How can one choose among competing responsibilities, values, and interests? Ask students if they have ever had to choose between two or more responsibilities. Discuss how they chose. Use the set of questions from the kit to make sure all points are considered in making these decisions.

CITIZENSHIP CONCEPT(S):

Justice

SUBJECT AREAS:

Health, Pets, Social Studies

GRADES: 2-3

READING LEVEL: 4-6

The Traveling Musicians. Brothers Grimm. Harcourt, Brace & World, Inc.: New York, 1944, 28 pages.

Synopsis:

The story is about four animals who because of old age were going to lose their homes with their masters. They ran away to keep from being killed or eaten. They banded together thinking they could become musicians in a town band. They were going to spend the night in the woods but they came upon a house occupied by a group of robbers. They frightened the robbers away, ate all their good food and took over the house. When the robbers came back the animals frightened them away again by scratching and biting them, etc. After this, the robbers left permanently and the four animals took over the house.

Lesson Ideas:

1. Role-play the story.
2. Conduct a mock trial. Were the animals fair to take the robbers' food and house?
3. Art project - (paper body puppets).
4. Discuss the following issues as they relate to the story:
   A. Kindness to animals.
   B. Fairness in their treatment.
   C. Property rights of others.
   D. Stealing.
   E. Power of people over others.
   F. Freedom and equality.

CITIZENSHIP CONCEPT(S):

Authority,

Responsibility

SUBJECT AREAS:

Art, Language Arts

Science

GRADES: K-3

READING LEVEL: 1-2

The Turtle and the Monkey.
Paul Galdone. Clarion Books:
New York, 1983, 32 pages.

Synopsis:

Turtle asks monkey to help plant a banana tree. Monkey selfishly asks for a share of the tree in exchange for his help, and selects the prettier top half, which of course, withers and dies after being planted. After bunches of bananas appear, Turtle again asks Monkey to help pick them; but Monkey only climbs up and eats them and throws down the peels. Turtle puts thorny vines around the tree. When Monkey comes down Monkey thinks he will get revenge by turning him on his back, but Turtle tricks Monkey into throwing him into the water, which saves his life.

Lesson Ideas:

1. Discussion questions:

   A. Who had the authority in the story?

   B. What happened when the rules were not followed?

   C. Did the monkey or the turtle ever misuse his authority? Explain.

   D. What happened when the monkey abused his responsibility?

   E. Were the animals being fair to each other? Why or why not?

2. Make pictures of favorite parts of the story.

3. The benefits of working together may be demonstrated with a science project of planting seeds and caring for them. Partners help each other remember to water the seeds, chart the plant growth, etc. Discuss not only the science aspects, but the benefits of working together to carry out a responsibility.

CITIZENSHIP CONCEPT(S):

Property, Justice

SUBJECT AREAS:

Language Arts

Turtle Throws a Tantrum.
Richard Hefter. Holt, Rinehart:
New York, 1978, 30 pages.

GRADES: K-2

READING LEVEL: 2

Synopsis:

Turtle and Vulture argue over possession of a bracelet. Turtle has a tantrum in an effort to force Vulture to give up the bracelet.

Lesson Ideas:

1. Discuss rights of ownership.
2. Discuss methods of persuasion.
3. Discuss ways to solve problems.
4. Differentiate between private and public property.
5. Questions:
   A. Who had rights of ownership?
   B. Should he be forced to share it?
   C. Did Turtle have any right to the bracelet?
   D. Were Turtle's methods effective? Fair?
   E. Were the "group's" methods effective? Fair?
6. Use the Law in a Free Society JUSTICE unit on Distributive Justice.

CITIZENSHIP CONCEPT(S):

Responsibility

SUBJECT AREAS:

Family, Art,
Language Arts

GRADES: 1-3

READING LEVEL: 2-4

The Two of Them. Aliki. Greenwillow Books: New York, 1979, 26 pages.

Synopsis:

A grandfather welcomes, cares, provides for, loves, nurtures and teaches a grandchild from birth until he becomes infirm. After the grandfather suffers a stroke, the child assumes the reverse responsibilities as much as she is capable.

Lesson Ideas:

1. Make an accordion pleated picture - fold so as to have eight sections. In each section make a picture of one responsibility a grandparent or parent assumes for you when you are first born or a small child.
2. On the reverse side illustrate at least eight responsibilities you may have to assume when your grandparent or parent gets older and possibly infirm.
3. Make a simple diagram of your family tree.
4. Be an artist. Paint or draw a portrait of your parents or grandparents.
5. Write a biography of a parent or a grandparent after talking to the person about his or her life. Illustrate.

CITIZENSHIP CONCEPT(S):

Responsibility,

Freedom, Privacy,

Authority

SUBJECT AREAS:

Language Arts, Rules,

Art

GRADES: K-4

READING LEVEL: 2

The Very Messy Room.
Elizabeth and Henry Stanton.
Albert Whitman: Chicago,
1978, 32 pages.

Synopsis:

A young girl has a very messy room. She can never find anything. Her parents clean out her room of everything that is hers personally. She redecorates with things from the forest. Her parents compromise and allow her to keep it that way.

Lesson Ideas:

1. Read the story and discuss.
   - A. How do you feel about your room?
   - B. Is it your personal, private property? Explain.
   - C. Do you have to follow rules about keeping it clean?
   - D. Who made the rules? Why are there rules?
   - E. What if everyone was very messy?
   - F. What if everyone was very neat?
   - G. How do you like your room to look?
   - H. Are you responsible?
   - I. What does responsible mean?
2. Draw a picture of your room in the manner which you like it to look most of the time.

CITIZENSHIP CONCEPT(S):

Authority

SUBJECT AREAS:

Language Arts, Art, Social Studies

GRADES: 1-4

READING LEVEL: 3

Where the Wild Things Are.
Maurice Sendak. Harper & Row:
New York, 1963, 37 pages.

Synopsis:

Max is a small boy who has been sent to bed for misbehaving. He imagines that he travels in a boat to the land of the wild things. He meets the wild things and tames them by staring into their eyes. Although they make him the King of all wild things, Max eventually becomes lonely and returns home where he finds his supper waiting for him.

Lesson Ideas:

1. Law-related education discussion questions:

   A. How did Max's mother use her authority at the beginning of the story?

   B. How did Max use his power and authority in the story?

2. Art lesson:

   A. Make large monster masks out of grocery sacks and decorate them with construction paper. Cut holes in sides for children to fit their arms through.

   B. Have a "wild rumpus" as described in the book with children dressed as monsters. Discuss how children felt during the rumpus. Discuss how they would like to have a rumpus forever, and the need to have orderly time. Relate this to the need for authority.

3. Language arts: Make a class book. Each child draws his favorite monster from the story and writes a sentence about it.

CITIZENSHIP CONCEPT(S):

Responsibility

SUBJECT AREAS:

Art, Language Arts, Multicultural Education

GRADES: 1-3

READING LEVEL: 2-3

Why Mosquitoes Buzz in People's Ears. Verna Aardeme. The Dial Press: New York, 1975, 20 pages.

Synopsis:

The animals of this African folk tale all fail to be responsible to the total community. They each blame someone else for misinformation. Many animals' rights are disregarded because no animal participates as a contributor to the whole community. It ends with everyone placing the blame on another.

Lesson Ideas:

1. Role play the 14 various animals in the story.
2. Conduct a choral reading of various animal sounds. Because this is an African folk tale, the sounds are very unique and expressive.
3. Develop stick puppets of the animals by asking the students to draw pictures of the characters in the story and mounting a stick to the back of the pictures. Retell the story using the stick puppets. Teacher could read the narrative and the children could talk for their animal character.
4. Make a mural of all the animals in the village. Cut into sections, color, and put together.
5. Make masks of animals out of paper mache.
6. Show the picture where King Lion has summoned the animals together and ask:
   A. Why has King Lion called all the animals together?
   B. How was the king trying to find out what happened?
   C. How were the animals able to defend themselves?

D. Do you feel it was the mosquito's fault the owlet was killed?

E. Because mosquito was never found, she was never sentenced and has always had a guilty conscience. Do you feel she deserves her fate of everyone still feeling angry with her?

F. Is it important to face up to your actions? Why or why not?

G. If you were King Lion and the other animals, would you have blamed Mosquito?

H. Was the decision made in a fair way?

7. Ask children to help decide what qualities a person should have if he is going to settle disputes. (Use LFS Authority kit procedure: Choosing People to fill Positions of Authority.)

8. Use these qualities to periodically choose a person as "judge," along with the teacher, to try settling any problems as they occur.

9. Show filmstrip/cassette: Why Mosquitoes Buzz in People's Ears. Ask:

   A. Why didn't Mosquito defend himself?

   B. Can fair decisions be made if all sides and opinions are not heard?

10. Creative writing. Children finish the following sentence: If I had to settle a problem, I would _____.

CITIZENSHIP CONCEPT(S):

Diversity

SUBJECT AREAS:

Social Studies,
Language Arts, Spanish,
Multicultural Education

GRADES: 3-4

READING LEVEL: 3

Yagua Days. Cruz Martel. The Dial Press Publishing Co., 1976, 40 pages.

Synopsis:

Adan Riera was born in New York and has never been to Puerto Rico. Adan's father owned a grocery store called the Bodega. One day his parents decided to take Adan to visit his Uncle Ulise. Adan gets to experience all sorts of new things: food that grows on trees in the mountains, a huge family that he hadn't known before and he finds out that rainy days are wonderful days - Yagua Days!

Lesson Ideas:

1. Discussion questions:

   A. Why were Adan's parents so excited about their trip to Puerto Rico?

   B. What were some of the things Adan learned when he was in Puerto Rico?

   C. What is a Yagua?

   D. What are some of the benefits and costs of diversity?

   E. Who benefited from the trip to Puerto Rico?

   F. Who was in authority to take Adan to Puerto Rico?

   G. Why was the trip necessary?

   H. What kinds of things could Adan do in New York that might be different in Puerto Rico?

   I. Why must a Yagua day be a rainy day?

2. Write on the board the unfinished sentence, "I am different than _____. Ask the children to copy the sentence and complete the sentence in one word or a few words.

3. Place the note "Mr./Miss Different" spelled backward in a child's desk (Mr./Miss Tnereffid). The child who has the note in his/her desk must make themselves different in some way for the day.

4. Students may enjoy learning Spanish games and songs. (Dos y dos Son Cuatro.)

5. Role-play the story.

6. Show film - "Manuel from Puerto Rico."

7. Display the books:

   A. One in Puerto Rico, by Pura Belpre.

   B. The Three Wishes: A Collection of Puerto Rican Folktales, by Ricardo Alegria (Harcourt).

   C. Perez and Martina, by Pura Belpre.

   D. The Tiger and the Rabbit and Other Tales, by Pura Belpre.

8. A grocer could be called in to tell the children of things he sells that reflects other cultures and why he provides these different items in his store. Display a world map. With a piece of yarn, pictures of food can be pinned to the country where it is eaten, or where it is produced.

9. Have students look through magazines and newspapers for advertisements and cut out names and pictures of different items that could be purchased from a store.

10. Recall with students that Adan and his parents went to visit their family in Puerto Rico. Ask students to think of activities they enjoy with their families. Students should write and illustrate paragraphs telling about their favorite family activity.

11. Vocabulary - Spanish word list.

12. Discuss foods from around the world. Have students prepare a Spanish meal.

Grades 4-6 Books

Allen Schmeltzer

CITIZENSHIP CONCEPT(S):

Authority,

Participation

SUBJECT AREAS:

Language Arts, French,

Multicultural Education

GRADES: 4

READING LEVEL: 4-5

Anatole and the Pied Piper. Eve Titus. McGraw-Hill Book Co.: New York, 1979, 32 pages.

Synopsis:

In a panic, musician Grissac tries to find the solution to his problem by kidnapping the Mouse children and holding them. He takes them using power without authority. Anatole devises a plan and with the authority of the mouse community saves the children. On page 20, Anatole discusses the possibility of danger to the rescuers and receives from them the authority to use his plan.

Lesson Ideas:

1. Explore French vocabulary.
2. Discuss the power used by Grissac versus the authority given to Anatole.
3. Discuss the cooperation of different animals to save the mouse children. Why did they cooperate? Do we owe anything to other people?
4. Language arts - use of alliteration (p. 26). Students may be asked to write alliterative sentences.
5. Discuss the benefits and costs of Grissac's pride.
6. Play the 1812 Overture and discuss the feelings students have from hearing it.
7. Debate the morality of holding mice hostage against holding the flute hostage. Is there a difference? Why?
8. Discuss the amiability of the outcome.
9. LRE - QUALITY OF A LEADER - Analyze Anatole as a leader. Use chart for "Choosing a person to fill a position of authority" from LFS Authority Kit. Discuss blame and responsibility. Discuss attributes of power vs. authority.

CITIZENSHIP CONCEPT(S):

Responsibility,

Authority

SUBJECT AREAS:

Science, Art, Guidance,

Multiculture, Death,

Career Education

GRADES: 3-6

READING LEVEL: 4-5

The Big Wave. Pearl S. Buck. The John Day Co.: New York, 1974, 78 pages.

Synopsis:

The Big Wave centers on two Japanese boys who are friends. One is the son of a fisherman, the other the son of a farmer. As a tidal wave approaches the seaside fishing village the father sends his son "up the mountain." The authority of the father tears the child from the family as he dutifully leaves. As he reaches the farmer family on the mountain, he sees the wave destroy his entire village. The farmer assumes responsibility to raise the child, who as an adult returns to the seaside to claim the property of his father on which to build his house, and to live as a fisherman.

Lesson Ideas:

1. Science. Study volcanoes and tsunamis.

2. Art: Illustrations by Hiroshige Holcusai (Pearl Buck chose authentic prints to show scenes and incidents in the story) may be used to discuss printing, murals, and other art techniques.

3. Multiculture: Compare geography and the family life of Japan. What relationship is there between geography and culture in Japan? In your local area?

4. Guidance: death and stages of grief, decision-making in career choice.

5. Literature: Analyze Buck's simple, classic sentence structure. Do bibliographical research of Pearl Buck.

6. Health: Study nutrition and the foods of Japan. Visit an Oriental market to try some of the Japanese foods.

7. P.E.: No games are mentioned; swimming is the only recreation, but a Japanese game could be played (Musical pillows instead of musical chairs - shoes off, of course.)

CITIZENSHIP CONCEPT(S):

Responsibility,

Authority

SUBJECT AREAS:

Science

GRADES: 5-8

READING LEVEL: 5

Canyon Winter. Walt Morey. E.P. Dutton & Co.: New York, 1972, 202 pages.

Synopsis:

A 15 year old boy, Peter Grayson, crashes in a light plane in the Rockies. Peter has led a very protected life. He is rescued by a recluse named Omar Pickett. Omar teaches Peter the necessity of man's responsibility to take care of the natural resources of the forests. Omar dies leaving Peter with the responsibility of carrying on Omar's fight to protect the wilderness. Peter deals with several federal authorities in his fight to protect the wilderness.

Lesson Ideas:

1. Ask students to write to the Department of Interior for copies of various land use laws.
2. Research newspapers and periodicals for current local cases involving environmentalists and large companies.
3. Art - Ask students to draw pictures that show various scenes from the book. Develop an environmental bulletin board or collage.
4. Research the authority of a Senator and Senate Committee. Use the Law in a Free Society AUTHORITY kit dealing with the scope and limits of authority.
5. Write letters to Senators and Representatives regarding an environmental issue.

CITIZENSHIP CONCEPT(S):

Responsibility,

Privacy, Freedom

SUBJECT AREAS:

Law, Science

Danny, Champion of the World. Roald Dahl. Knopf Inc.: New York, 1974, 197 pages.

GRADES: 4-8

READING LEVEL: 4-8

Synopsis:

This story is about a wonderful relationship between a father and his son. The father has a secret habit which he shares with his son and this leads them into a fascinating adventure with Mr. Victor Hazel and his forest full of pheasants.

Lesson Ideas:

1. Discuss these questions with the students:
   A. What is poaching?
   B. What is meant by the "art of poaching"?
   C. Do you consider this stealing?
   D. Is there a fine for poaching?
   E. Are the pheasants wild birds?
   F. Does anyone own the pheasants?
   G. Do people have any responsibility toward wild animals? Explain.
2. Art: Develop a mural showing various ways to trick the pheasants, Hazel's Woods and the caravan where Danny and his father lived.
3. Mock Trial: Mr. Victor Hazel vs. Danny's father. Charge: Trespassing
4. Research the game bird hunting laws for your state compared to the hunting laws in England. Why do you think these laws were passed? What do you think of them?

5. **Guest Speaker:** Fish and Game Commission to speak to the class about pheasants, their traits, habitat, and the laws about hunting.

6. **Creative Writing:** What other adventures do you think Danny and his father could have living in the Caravan close to Hazel's Woods?

CITIZENSHIP CONCEPT(S):

Responsibility,

Authority

SUBJECT AREAS:

Social Studies,

Families

GRADES: 4-8

READING LEVEL: 4

Dear Lola. Judie Angell.
Bradbury Press: 1980,
166 pages.

Synopsis:

Annie, Edmund, Ben, James, Al-Willie, and Art (known as Lola) were all residents of St. Theresa's Home and School. Most of the children at the home wanted permanent families and so did these six children, but it had to be a special family. As a matter of fact that special family had to include all six of them, ages 18, 13, 10, 9, and 5. Art, better known to the children as "Lola", felt he could provide the adult guidance and with his job as a love lorn columnist, provide the money necessary to keep the group together. They finally settled in the community of Sweet River. Eventually the neighbors noticed that there was no adult in the family and started court proceedings. Although the story doesn't end with a proper legal ending, it does have a happy ending by the children's standards.

Lesson Ideas:

1. Discuss the question whether children need an adult authority figure or parent to raise them properly. What are the consequences of not having an adult? Which of these are benefits? Costs? (See the Law in a Free Society Authority kit.)

2. Invite an attorney or judge specializing in juvenile matters to visit your class to discuss the state laws pertaining to adoptions, child custody, and emancipation. Before the resource person visits, ask students to write down questions they would like to ask regarding the issues in the Dear Lola case.

3. In groups of 5-6 students, ask students to develop rules for the Dear Lola household. Use the procedure for evaluating rules from the Law in a Free Society Authority kit for each of the groups to evaluate whether their rules are fair.

4. "Let's Pretend" that students are members of the family in the book. Assign them to groups of seven with one person taking the part of each of the characters in the family, and one person acting as moderator and recorder. Make a list of responsibilities for each of the six children. Make sure the students discuss the appropriateness of the responsibilities assigned to each of the children and the possible consequences if the children don't carry out their responsibilities. (See the Law in a Free Society Responsibility kit for more information.)

5. Ask each student to write a letter to the editor of the Sweet River community newspaper explaining whether they agree with how the book ended, why or why not. "Publish" these on a bulletin board.

CITIZENSHIP CONCEPT(S):

Diversity, Authority

SUBJECT AREAS:

Social Studies,

Career Education,

Multicultural Education

GRADES: 4-6

READING LEVEL: 4

Dexter. Clyde Robert Bulla. Thomas Y. Crowell Co., 1973, 68 pages.

Synopsis:

Dave is 12 and lives in rural America. He doesn't often see new people and his friend Wayne didn't believe that new people were moving into the area. When the name Arvin appeared on the mailbox, local people were sure it was a foreign name because they had never heard it before. When Dave meets Alex Arvin, he also meets his horse, Dexter. As their friendship develops Dave discovers Alex's family were circus performers. The Arvins were trying to hide their profession since they thought people would ridicule them. Family circumstances force Alex, his father, and mother to move from the farm leaving the horse, Dexter, behind and presumed dead. Dave tries to get in touch with Alex to let him know Dexter is still alive, but his letter comes back.

Lesson Ideas:

1. Brainstorm a list of unusual jobs or occupations.

2. Add training or abilities needed for the jobs or occupations in #1. Develop three to four role descriptions of people. Use the Law in a Free Society Authority unit which deals with "Choosing People to Fill Positions of Authority" to evaluate which of the people in the role descriptions would be best suited for which job.

3. Share some of the circus books from the media center and give the students time to browse the books. Develop a vocabulary list of words unique to circus or carnival work.

4. Ask students to write down questions they would like to use to interview someone in an unusual job. If possible, let them actually interview the person and report their findings to the class.

5. Ask students to make posters advertising the unusual jobs. Post these in the school hall.

6. Discuss with students the value of diversity: of people, jobs, animals, books, etc.

CITIZENSHIP CONCEPT(S):

Authority

SUBJECT AREAS:

Social Studies,

Government

GRADES: 1-6

READING LEVEL: 5

Island of the Skog. Steven Kellogg. Dial Press: 1976, 32 pages.

Synopsis:

The mice are tired of being the smallest in their world and want to go to a place where they can live in peace. They sail away on a model ship. After many trials and tribulations they arrive at the Island of the Skog. Now they can start a new life as soon as they destroy the Skog!

Lesson Ideas:

PURPOSE: Develop rules for a new settlement and elect officials for this new settlement.

PROCEDURE:

1. Read the story of Island of the Skog.
   - A. Review the types of authority - legitimate, assumed, or wrongful.
   - B. List each of the characters under one of the headings on the chart.
   - C. List the events of the book in sequence and decide which character was responsible. How often does Bouncer show up and how often does Jenny show up?
2. Show filmstrip and cassette of Island of the Skog.
   - A. Review the charts made previously about Authority and Responsibility.
   - B. Add to that list if any new ideas are stated.
   - C. In the new settlement could the mice get by on the island without rules?

3. Compile a list of rules the mice might need on the island.

   A. Write down all the rules discussed the day before on a chart like this sample below:

Rules	Mice	Skog
1.		
2.		
3.		

4. Prepare for election.

   A. List on the board the various public officials a city or county might need. With a class of 25-30 pick out the five most important offices to vote on the next day.

   B. Review election procedures for the County including filing regulations, and election board regulations. Decide on campaign procedure.

   C. Accept filing petition now with the deadline for all petitions at 8:30 tomorrow morning.

   D. Talk briefly about speeches for those candidates running: One minute in length, things they would do or change if elected, reason why their classmates should vote for them.

5. Election Day.

   A. Read aloud the names of the candidates.

   B. Give each candidate one minute for speech and one minute for questions and answers.

   C. Run the election.

   D. While the votes are being counted go through the laws or rules that were made and assign them to one of the elected officials to enforce.

   E. Announce results of the election.

CITIZENSHIP CONCEPT(S):

Responsibility,

Participation

SUBJECT AREAS:

Honesty, Health

GRADES: 4-6

READING LEVEL: 4-6

Jelly Belly. Robert K. Smith. Delacorte: 1981, 155 pages.

Synopsis:

Ned Robbins has become fat from eating his grandmother's cakes and pies. His parents have decided to send him to Camp Lean-Too in order to lose weight. His favorite past-times at camp become looking for and eating forbidden foods with his camp friends. There are many amusing incidents, but the book ends with a message about accepting responsibility.

Lesson Ideas:

1. Make a newspaper advertising Camp Lean-Too with articles written about the games, meals and ways to lose weight.

2. Health lesson about the types of foods that help weight loss versus the types of foods that will increase weight.

3. Role-play Ned and his friends at the beginning of camp, visitors day when Grandma arrives with his favorite foods, and Ned at the end of the summer when he arrives home.

CITIZENSHIP CONCEPT(S):

Responsibility

SUBJECT AREAS:

Career Education

GRADES: 4-6

READING LEVEL: 4

Kid Power. Susan B. Pfeffer. Franklin Watts: 1977, 121 pages.

Synopsis:

Janie Golden's mother was laid off. The family decided luxuries were something they could do without and the girls lost the ten speed bikes they were going to get. Carol talked her parents into paying for half of her bike since she needed it for her paper route. Janie was offered the same deal but she said she didn't have the money or a job to earn money. Her mother suggested she start looking for some jobs. This starts her out on Kid Power and the motto, "No Job too Big or Small," which leads to a lot of jobs, responsibilities, and growth.

Lesson Ideas:

1. Ask students to write a newspaper advertisement for a job they really want. Post or publish these advertisements using the Law in a Free Society Authority kit. Use the procedure for "Choosing People to Fill Positions of Authority" to analyze the job, the duties, powers, privileges, and limitations of the job and the characteristics people should have to take on the job. Assign interviewing committees of students the task to use the procedure to decide whether students who wanted the jobs should be hired to fill the positions.

2. Generate a list of responsibilities Janie took on that summer, and the benefits and costs of the responsibilities.

3. Prepare a list of jobs they would like to do. List the things they might have to give up in exchange for the privilege of holding the jobs. See the Law in a Free Society Responsibility kit.

CITIZENSHIP CONCEPT(S):

Freedom, Justice, Participation

SUBJECT AREAS:

Language Arts

GRADES: 4-6

READING LEVEL: 4-6

The Kidnapping of Anna. Ruth Hooker. Albert Whitman & Co: Chicago, 1979, 128 pages.

Synopsis:

The Henderson family came to stay in the Gray's house for several weeks at Christmas time. The two families met at the airport and Emily Gray told Patti Henderson that Anna, their maid, was a good cook, friendly, and a happy person. She also described the kind of shoes Anna always wore. When the Hendersons arrived at the house Patti found that Anna did not match Emily's description. As the days went by, Patti became very suspicious and finally, after many tries, convinced her brother and his new friend to help her find the real Anna.

Lesson Ideas:

1. List the things Patti found different about the Anna in the house from Emily's description of Anna. These are the "clues" which students will use to unravel the kidnapping plot.

2. Hire "detective agencies" to piece together the story of Ripplestern and Plotz. Assign groups of five to six students to these "detective agencies." Have them name their agency and work together to develop a chart showing step-by-step the clues and logic they used to develop their theory about the kidnapping of Anna.

3. Invite an attorney to your classroom to share the state and federal laws regarding kidnapping. Then ask students to present a summary of the case from the book (or mail this in advance to the attorney if time is short--students can prepare this) and together, allow students and attorney to decide what crimes, if any, were committed, by whom, what charges could be made, what potential penalties, etc.

4.Write witness depositions for Anna, Mr. Plotz, Plotz's grandson, the pretend Anna and Patti. Conduct a mock trial, letting students play the roles of witnesses, attorneys, court personnel, jurors, etc.

5. Using the Law in a Free Society Justice kit, introduce students to the intellectual tools in the Corrective Justice unit. Ask students to use these intellectual tools to decide an appropriate way to "set things right" in the case of Anna.

CITIZENSHIP CONCEPT(S):

Authority, Justice, Participation, Responsibility

SUBJECT AREAS:

Art, Social Studies, Language Arts

GRADES: 3-5

READING LEVEL: 3-5

The King's Fountain. Lloyd Anderson. E.P. Dutton & Co.: New York, 1971, 30 pages.

Synopsis:

A king once decided to build a great fountain that would cut off the water to the city below his palace. A poor man decided he must find someone who could persuade the king not to put up this fountain that would cause his children to die of thirst. But the wisest scholar could not speak clearly and winningly; the smoothest merchants were afraid of the king's anger; and the bravest man was too foolhardy to get past the king's guards. And so the poor man had to go himself. The king respects the poor man's bravery and grants him his request.

Lesson Ideas:

1. Questions for discussion:

   A. Who were the people in the story who might have had authority? Why didn't these people use their authority to persuade the king?

   B. Did the king have power or authority, or both? What gave him this power or authority?

   C. What would have happened if nobody had gone to the king? Would this have been fair to the city? Why? Why not?

   D. Do you think the poor man had the authority to approach the king with a request? Why? Why not?

   E. Did the king act fairly at the end of the story?

   F. Why do you think he changed his mind?

   G. Do you think the poor man was surprised with what he accomplished? Why do you think this?

2. Discuss the colorful, dramatic illustrations created by Ezra Jack Keats.

   A. What medium did he use?

   B. Why do you think he chose such brilliant, bold colors?

   C. How do the illustrations help you share the feelings of the poor man as the story progresses?

3. Collect and discuss the illustrations of other Ezra Jack Keats books. How are they alike? How are they different?

4. Read Henry Alexander's Newberry Award Winner, The High King, to the class. Share other books written by Alexander. (Time Cat, The Marvelous Misadventures of Sebastian.)

5. Act out the story with a cast of characters.

6. Have the students write a story about what would happen in their city if the city's water supply was cut off.

7. Have the class compose a petition to the king asking that he reconsider his plan to cut off the water.

CITIZENSHIP CONCEPT(S):

Authority

SUBJECT AREAS:

Folklore, Language Arts

Little Brother and Little Sister.
Jacob Grimm/Barbara Cooney.
Doubleday & Co.: Garden City,
New York, 1982, 32 pages.

GRADES: 1-6

READING LEVEL: 4 up

Synopsis:

Once upon a time a brother and sister who loved each other very much and who were unfairly and cruelly treated by a wicked stepmother decided to run away and escape her treatment, power, and unfairness. The stepmother had authority over the brooks from which the boy drank and he was turned into a fawn. She continued to pursue them invading their privacy and freedom. Love, loyalty, and braveness of heart triumph over evil.

Lesson Ideas:

1. Have children recall stories of a wicked stepmother, stories of a brother and sister. Compare similarities with Hansel and Gretel, Cinderella, Snow White.

2. Draw pictures to illustrate the book. Make into a "movie" or book.

3. The wicked stepmother oversteps her authority. Review Unit 5 of the Law in a Free Society Authority kit which examines the question: What should be the scope and limits of authority? Discuss ways the stepmother's authority could be limited so that the children's privacy, freedom and rights are not invaded.

4. Write a story: "If I had a magical power, I would . . . ." Post.

CITIZENSHIP CONCEPT(S):

Responsibility

SUBJECT AREAS:

Adoption, Feelings, Multicultural Education

GRADES: 3-5

READING LEVEL: 4-5

Matthew, Mark Luke, and John. Pearl S. Buck. John Day Co.: New York, 1966, 80 pages.

Synopsis:

Four Amerasian boys, abandoned because of racial prejudice, live in a large Korean city under a bridge. Matthew, at eleven, becomes burdened with the responsibility for the physical welfare and moral development of the younger boys. Adults who are in the book are a Korean policeman who "keeps an eye on them," and American soldiers stationed at a nearby base. This story, deeply touching, ends on a happy note as an American soldier adopts Matthew and he moves to America. Matthew still considers himself as father to the three younger boys and is responsible for their adoptions into American families.

Lesson Ideas:

1. Health: Many feelings are explored in this book and may be studied: abandonment, loneliness, prejudice, and adoption.

2. Multiculture: geography and life in Korea.

3. This is an excellent book for reading aloud to the class.

4. Matthew takes on the responsibility of caring for three other children. Discuss the benefits and costs of an eleven-year-old taking on this kind of responsibility using the Law in a Free Society Responsibility materials.

CITIZENSHIP CONCEPT(S):

Responsibility

SUBJECT AREAS:

Science, Pets

Misty and Me. Barbara Giron. Charles Scribner's Sons: 1979, 139 pages.

GRADES: 4-6

READING LEVEL: 4

Synopsis:

Kim's parents had halfway promised her a puppy, but then Kim's mother went back to work. Not only does she have the disappointment of not getting the dog, but the realization that she will be babysitting her six year old brother, Willie. Kim decides she is going to get a dog from the pound. She and Willie then find an elderly lady who usually takes care of plants and small babies who is willing to "dog sit" the new puppy. Mornings before school and several hours after school are spent at Mrs. Macvey's house with Misty, the pup. Kim has her hands full balancing her responsibility to Misty, Willie, and her desire to take part in many of the social events at school. Kim finally gets Misty to her own home but not in the way she wanted.

Lesson Ideas:

1. Make a chart of home responsibilities and put an X in the correct column, to indicate who has the responsibility.

Responsibility	Parent	Child	Both
1.			
2.			
3.			

2. List items that a puppy needs, such as food, shots, grooming, etc. Find out actual cost, either by phone or by visiting a store. Discuss the responsibilities of pet ownership.

3. Order the curriculum unit, "Pets: A Law-Related Education Unit" from the Oregon LRE Project (255-1841). It contains a 15-lesson unit which includes pet responsibilities, guest speakers, films, and a mock trial, "Bosco Goes Bonkers," about a dog who destroys a neighbor's prize roses.

4. Discuss the book's ending and how the students might have acted under the same circumstances. If time permits, have the students write their own endings and present them to the class.

CITIZENSHIP CONCEPT(S):

Responsibility,

Privacy

SUBJECT AREAS:

Outdoor School,

Science

GRADES: 5-6

READING LEVEL: 5

My Side of the Mountain. Jean Craighead George. E.P. Dutton & Co.: New York, 1959, 178 pages.

Synopsis:

This popular book (which was made into a film) is written in the first person. Sam Grebley, a thirteen year old New Yorker, runs away from home to live off the land of his ancestors in the Catskills. He keeps a detailed journal of his experiences and observations. Assuming complete responsibility for himself is not always easy. At the end of the book Sam's family comes to live with him.

Lesson Ideas:

1. Compare the glamorous myths about running away from home as portrayed in the book to the probable experience. Invite a speaker from the Police Juvenile Enforcement Division, Youth Service Center, or Harry's Mother to discuss other problems often associated with running away. Students should be asked to discuss alternative solutions to problems besides running away.

2. There are many science topics from this book which could be studied in depth: seasons, weather, climate, animal life, plant life, falcon training, etc.

3. The main character of the book shares many of his experiences during his experince living off the land. Students may discuss these feelings and similar experiences they have had.

4. Sam is 13 years old when he takes complete responsibility for his life. Using the Law in a Free Society Responsibility kit, discuss the benefits and costs of taking on such a large responsibility. Ask students to discuss why our society does not encourage 13 year olds in general to take on similar responsibilities.

CITIZENSHIP CONCEPT(S):

Responsibility

SUBJECT AREAS:

Health, Feelings,

Newspaper

GRADES: 4-6

READING LEVEL: 4-6

Operation Dump the Chump.
Barbara Park. Alfred A. Knopf:
New York, 1982, 113 pages.

Synopsis:

Eleven year old Oscar Winkle is tired of Robert Winkle, age seven. He works out a plan to get rid of his brother. Oscar's parents and the older couple in the neighborhood, Mr. and Mrs. Henson, play a large role in Operation Dump the Chump. Oscar did get away from his brother, but not in the manner he had so carefully planned.

Lesson Ideas:

1. Make a list of all the half truths and lies that Oscar told to his parents, Robert, and the Hensons.

2. Debate if it is ever O.K. to lie. Introduce students to the basic elements of debate procedure (Pro, Con, Rebuttals) and allow them to debate whether it is ever all right to lie. Assign one-half of the class to develop and present arguments pro-lying, and the other half of the class to develop and present arguments against lying. If possible, it is a wonderful exercise if students are asked to argue the other viewpoint too.

3. Ask students to draw a picture illustrating a time when lying hurt someone. These could also be acted out in skits.

4. Bring enough classified ad sections of the newspaper so the students can read and cut out some of the ads. Discuss the different ads.

5. Ask each student to write an ad that he or she thinks might be written by a sibling trying to get rid of them.

CITIZENSHIP CONCEPT(S):

Authority, Privacy, Freedom

SUBJECT AREAS:

Language Arts, Art, Math, Social Studies, Creative Writing

GRADES: 3-5

READING LEVEL: 4-5

Pippi Longstocking. Astric Lindgren. Offset Paperback: Dallas, Pennsylvania, 1982, 160 pages.

Synopsis:

Pippi lives alone, without adults, but with her pet horse and pet monkey. She has many adventures with her two neighbor friends. Some of her adventures involve Pippi going to school and playing games with two policemen.

Lesson Ideas:

1. Divide the class into six groups. Two groups will research and debate one of the following three questions:

   A. Should Pippi attend school?

   B. Should Pippi be allowed to keep the horse in the house?

   C. Should Pippi be allowed to live alone?

2. Creative writing: Write a story about what you would do if you were Pippi for a day.

3. Math and Social Studies: Map out the inside of Pippi's house. Label the rooms and make a legend-key for your map.

4. Art: Draw pictures of Pippi's house, Villa Villekulla, Pippi's father, the Cannibal King, and Pippi's mother, the Angel in Heaven.

CITIZENSHIP CONCEPT(S):

Responsibility

SUBJECT AREAS:

Death, Social Studies, Nuclear Education, Art, Multicultural Education

GRADES: 4-6

READING LEVEL: 4-5

Sadako and the Thousand Cranes. Eleanor Coerr. G.P. Putnam's Son: New York, 1977, 63 pages.

Synopsis:

This is a true story of a twelve year old girl who dies in 1955 of leukemia as a result of radiation from the bombing of Hiroshima. In Japan there is a legend that the gods will grant wellness to a sick person if a thousand paper cranes are made. Sadako becomes a heroine because of her courage as she and her friends attempt to make 1000 cranes. A statue of Sadako stands in the Hiroshima Peace Park. She holds a golden crane in outstretched hands. Children still place paper cranes at the statue.

Lesson Ideas:

1. Art: Students will enjoy learning how to make origami cranes.
2. Multiculture: Life in Japan (home, school, Peace Day.)
3. Death: Book deals with feelings associated with death - child's feelings, family's feelings, friends' feelings.
4. LRE: Responsibility.
   A. Child's (self discipline)
   B. Parents' (care of family)
   C. Doctor and nurses' (patient care)

CITIZENSHIP CONCEPT(S):

Authority, Freedom,
Responsibility,
Participation

SUBJECT AREAS:

Language Arts,
Social Studies

GRADES: 5

READING LEVEL: 5-6

Seven Alone. Honore Morrow. William Morrow & Co.: 1926, 239 pages.

Synopsis:

This book tells the story of seven children orphaned on the Oregon Trail in 1844. Their parents dead, they are forced to travel on with the train until reaching the Whitman Mission. The oldest boy, John, assumes the job of leading and keeping the family together. The book is excellent for teaching character change as John changes from a rebellious, irresponsible 13 year old at the beginning to a disciplined, responsible leader at the end. In one incident at the beginning, John is playing and allows the livestock to run away. He is spanked by his father and vows to run away.

Lesson Ideas:

1. Mock trial -- John is the defendant for allowing the cattle to escape. Determine punishment. Use the Law in a Free Society Justice kit, Corrective Justice tools.

2. Interview characters in the story about their lives: John, his sister, and his brothers.

3. Panel discussion -- Use to introduce lesson on responsibility.

4. Writing -- "If I were John, ..." (finish)

CITIZENSHIP CONCEPT(S):

Freedom, Justice, Participation

SUBJECT AREAS:

History, Language Arts

Snow Treasure. Marie McSwigan. Dutton: New York, 1942. 179 pages.

GRADES: 3-7

READING LEVEL: 4-6

Synopsis:

This is an exciting book based upon an actual incident in World War II. In 1940 Germany invaded Norway. The Norwegians decided to smuggle their gold bullion to the United States for safekeeping. The plan to do this involves Norwegian children and their sleds. This dangerous mission takes them past the German soldiers.

Lesson Ideas:

1. In what ways were the children courageous?

2. This story is about conflict - what is conflict? Who were in conflict and how did the Norwegian boys and girls deal with the problem?

3. You are Peter from the story and you have escaped to the United States. Write a letter back to Norway telling of your escape and your new location. Write it in code as the letter may land in the hands of the German soldiers. Your code could be done many ways. One method would be to have every fourth word in a sentence give your message if the words were written down in order. Also, the first letter from each sentence when put down in order could be your message.

4. From this book, students may become interested in learning more about the causes of World War II.

5. Discuss: What would have been the result if the children had refused to participate in smuggling the gold? Do children owe anything to their country? Explain.

CITIZENSHIP CONCEPT(S):

Property

SUBJECT AREAS:

Language Arts,

Creative writing

GRADES: 5-6

READING LEVEL: 5-6

Soup. Robert H. Peck. Alfred Knopf: New York, 1974, 98 pages.

Synopsis:

This book consists of a collection of humorous boyhood adventures based on the author's life. The author and his fourth grade chum are involved in a variety of pranks and troublesome experiences. While very funny, the pranks raise many questions about responsibility and justice. One prank has the boys rolling down a hill in a barrel, crashing into a chicken pen, damaging property and chickens.

Lesson Ideas:

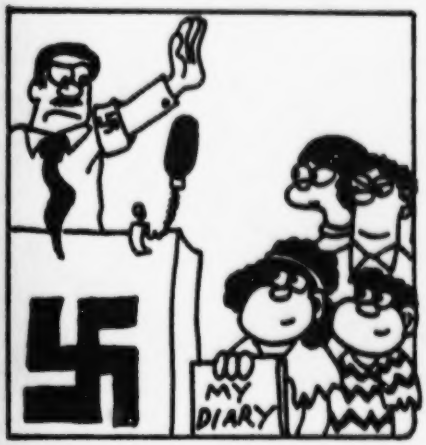
1. Mock trial -- Who is at fault? What damages are owed to the owner?

2. Role play -- Boys discussing the scene.

3. Writing -- A different ending - How the boys paid for damages.

4. Writing -- A newspaper story about experiences in the book. Use the newspaper tools: Who? What? When? Where? How? Why?

Grades 7-8 Books



Allen Schmautzer

CITIZENSHIP CONCEPT(S):

Authority, Freedom, Justice

SUBJECT AREAS:

Social Studies, Art, Language Arts

GRADES: 8

READING LEVEL: 7-8

The Chocolate War. Robert Cormer. Panttheon Books: Toronto, 1974, 253 pages.

Synopsis:

Trinity, a Catholic boys' school, is run by Brother Leon, a Priest fascinated by power. The Vigils, an underground gang, are controlled by Brother Leon and use intimidation as their weapon in carrying out his plans. Jerry Renault, a student, refuses to participate in the school's annual chocolate sale. Jerry finds "the system" is too powerful and he ends up being the victim and the loser of more than just the chocolate war. This novel is a realistic and shocking portrayal of the misuse of power.

Lesson Ideas:

1. What people in the book have authority?
2. How would Jerry have felt about himself if he had participated in the chocolate sale? Why?
3. What personal characteristics does Brother Leon have that make him misuse his authority?
4. What qualities should a good leader have? (Use Law in a Free Society Kit on Authority.)
5. Write a different ending for the story.
6. Make a poster advertising the chocolate sale.
7. Interview Jerry after he graduates and ask him what he remembers about the Vigils and Brother Leon.

CITIZENSHIP CONCEPT(S):

Authority, Justice,

Diversity, Freedom

SUBJECT AREAS:

Social Studies,

Language Arts

GRADES: 8-12

READING LEVEL: 8-12

The Diary of Anne Frank.
F. Goodrich and A. Hackett.
Random House: New York, 1954.

Synopsis:

The Diary of Anne Frank deals with Nazi oppression of the Jewish people during the Second World War. The diary records the 759 days the Frank family hid from the Germans. The family's hiding place was discovered in 1944. Anne died in a concentration camp two months before the allies liberated the Netherlands.

Lesson Ideas:

1. Introduce students to the concepts of Justice, Authority, Freedom, and Diversity. Ask students to list as many examples as they can of the four concepts in the story.

2. Students view the film.

3. Students make a timeline of events in World War II and compare it to the timeline of Anne's diary.

4. Students interview other adults who have read the book and record their reactions.

CITIZENSHIP CONCEPT(S):

Responsibility,

Justice

SUBJECT AREAS:

Social Studies,

Moral Development,

Language Arts

GRADES: 8

READING LEVEL: 8

The Enemy. Pearl Buck.
Harpers Magazine: 1942,
20 pages.

Synopsis:

Japan during World War II is the setting of "The Enemy" by Pearl Buck. Sadao Hoki, a physician, is confronted with a difficult decision. He happens upon an injured American sailor, who if not cared for will certainly die; but this is wartime and Japanese citizens must report this type of incident to the authorities. In conflict are Sadao's loyalty to his country and his devotion to the preservation of life. Does this reverence for life mean even the life of an enemy?

Lesson Ideas:

1. What dilemma faces Sadao?
2. To whom should he be responsible - his country or his conscience? Why?
3. What would be the consequences of saving the sailor's life? Not saving his life?
4. What would you have done in Sadao's position? Why?
5. Social studies activity: Show a film about Japan's expansion prior to World War II.
6. Draw a map of Japan or label an outline map and show the areas under Japan's control at the onset of World War II.

CITIZENSHIP CONCEPT(S):

Justice, Authority, Freedom, Responsibility

SUBJECT AREAS:

Social Studies, History

GRADES: 6-8

READING LEVEL: 6

Johnny Tremain. Esther Forbes. Dell: New York, 1943, 226 pages.

Synopsis:

This story centers around pre-American Revolutionary war times. Johnny is a teenage boy serving as a silversmith apprentice. Due to an accident in which his arm is injured he is set on his own to earn his own way. He discovers that he is related to a very wealthy, powerful and selfish businessman in Boston. His only proof is a silver goblet given to him by his mother before she died. The rich man denies this and has the cup stolen, and Johnny is accused of theft. He is forced to stand trial and defend himself.

Lesson Ideas:

1. Mock trial - Defendant: Johnny, plaintiff: businessman John Lyte, lawyer: Patrick Henry or other colonial characters.

2. Role play of various court scenes or arrest.

3. Interview Johnny about his life and incidents in the book. This will develop a feeling for the cultural life in Colonial America.

4. Make a timeline of activities that Johnny was involved in, like the Boston Tea Party, Sons of Liberty, battle of Lexington-Concord, etc.

5. Discuss:

   A. What was fair or unfair about the law forbidding colonists from working on Sundays?

   B. Why was it fair/unfair for the colonists to shoot at the British?

   C. Did the British have the authority to close the Port of Boston? Explain.

D. Did the colonists have the authority to dump the tea in the harbor? Explain.

6. Debate: British versus the Colonists over the Boston Tea Party: Who was responsible?

CITIZENSHIP CONCEPT(S):

Responsibility, Property, Justice, Freedom, Diversity

SUBJECT AREAS:

Language Arts, Art, Honesty

GRADES: 5-8

READING LEVEL: 5-8

The Necklace. Guy DeMaupassant. Durton Goodman: New York, 1980, 9 pages.

Synopsis:

Mathilde Loisel, a poor young woman married to a poor clerk is unhappy because she feels she was born to better things in life. They are invited to a ball and borrow a magnificent necklace from a wealthy friend. She is a success at the ball, but upon returning home, she finds the necklace missing. They borrow 36,000 francs to purchase an identical necklace and live a life of poverty and hard work to repay the loan. Years later, Mrs. Loisel meets her wealthy friend and finds out the original necklace was fake and finds she lived in poverty for nothing.

Lesson Ideas:

1. Ask students to make "Lost and Found" posters and drawings of the necklace.
2. Change the story and not buy a new necklace. Brainstorm the story's conclusion.
3. Discuss whether you have the responsibility for what you borrow.
4. Make a diorama showing the ball.
5. Discuss how telling the truth to the wealthy friend could have affected the outcome.

CITIZENSHIP CONCEPT(S):

Responsibility, Authority, Justice

SUBJECT AREAS:

Language Arts, Drama

Ransom of Red Chief. O'Henry. Follett Publishing: Chicago, 1964, 12 pages.

GRADES: 7-8

READING LEVEL: 7-8

Synopsis:

Bill and Sam need $2,000 for a land scheme and decide to kidnap the son of the local banker. The boy names himself "Red Chief." After many adventures, the kidnappers have to pay the father to take Red Chief back. They realized they did not want the responsibility of having Red Chief around any longer than was necessary!

Lesson Ideas:

1. Role-Play: Students take the parts of each character and perform their roles.
2. Have the students write a follow-up story with the idea that Red Chief escapes and goes and finds Bill and Sam or the neighbors find out he is home and follow them, etc.
3. Discuss why Red Chief is the way he is.
4. Write a headline and news story on the disappearance of Red Chief and a follow-up story on his return.
5. Capture Bill and Sam and prepare a mock trial.

CITIZENSHIP CONCEPT(S):

Diversity, Freedom, Justice, Authority

SUBJECT AREAS:

Social Studies, Language Arts

GRADES: 7-12

READING LEVEL: 8

Reunion. Fred Uhlman. Farrar, Straus, & Giroux: New York, 1971, 9 pages.

Synopsis:

The story concerns itself with the friendship of two boys in Nazi Germany. One boy is pure German. The other boy is Jewish. Their great friendship is poisoned by Hitler's propaganda machine. A wonderful story that has a twist ending.

Lesson Ideas:

1. Students may write a paper on their reactions to the story.
2. Interview a soldier, teacher, etc. Ask them if they could have followed Hitler's orders. Why or why not?
3. Discuss the question of authority during Hitler's time. Did Hitler have the authority to conduct himself as he did? Why or why not?

CITIZENSHIP CONCEPT(S):

Authority, Property, Responsibility, Justice

SUBJECT AREAS:

Language Arts, Science, Geography

GRADES: 5-8

READING LEVEL: 5-8

Rikki-Tikki-Tavi. Rudyard Kipling. Random House: New York, 1981, 11 pages.

Synopsis:

Rikki is a mongoose with the inborn responsibility of protecting people from snakes in India. His family is threatened by a pair of cobras. Rikki fights both cobras and finds when "right" is on your side you have extra strength to fight life's battles.

Lesson Ideas:

1. Vocabulary lesson.
2. Science lesson on the mongoose and its habits.
3. Discuss where India is located and differences between America and India.
4. Make a poster or diorama picturing the story.

CITIZENSHIP CONCEPT(S):

Justice, Diversity

SUBJECT AREAS:

Social Studies,
Language Arts, Art

GRADES: 8

READING LEVEL: 8

To Kill a Mockingbird. Harper Lee. Fawcett Popular Library: 1960.

Synopsis:

To Kill a Mockingbird is narrated by six year old Scout Finch, a southern girl whose father, Atticus Finch, an attorney, defends a negro accused of the rape of a white woman.

Lesson Ideas:

1. Law-Related Activities:

   A. *To Kill a Mockingbird* subjects the narrator to a series of learning experiences. Discuss and give examples from the novel of the following: (1) Justice and injustice of the Tom Robinson trial. (2) Prejudice and its effect upon society. (3) Respect for the individuality of the human being. (4) Courage is required not only as a physical act involved with personal danger but in other aspects of life. The greatest courage is when a person knows that he is going to lose and still continues to fight a battle.

   B. Re-enact a portion of the trial, using students as witnesses, lawyers, and court personnel. See if the student jury renders the same decision as in the book. Why did they decide as they did?

   C. Essay: If you were on the jury, how would you decide this case and why?

2. Composition Activities: A major theme of *To Kill a Mockingbird* deals with being able to understand things from another person's point of view. "You never really understand a person until you consider things from his point of view . . . until you climb into his skin and walk around in it."

A. List examples of how the following characters had an opportunity to understand an incident from someone else's point of view: Atticus, Scout, Dill, Miss Maudie, Jem.

B. In a multi-paragraph paper analyze the theme of compassion and understanding. Use the experiences of several characters or use only one character's experience. You should have an introduction and a conclusion. Each developmental paragraph should include an incident with concrete examples.

3. Social Studies Activities:

A. Provide background information on: The Ku Klux Klan, the Montgomery Bus Incident, Martin Luther King and the Civil Rights Movement.

4. Art Activities: Draw a picture of:

A. The Radley Place - See page 13, paragraph one, chapter one.

B. The Ewells house and yard, chapter 17, page 172, paragraph six, seven, page 173, paragraph one.

CITIZENSHIP CONCEPT(S):

Authority, Freedom

SUBJECT AREAS:

Social Studies,
Language Arts

GRADES: 8

READING LEVEL: 8

The Wave. Morton Rhue. Dell: New York, 1981, 143 pages.

Synopsis:

The Wave combines history and fiction to show how group pressure in a high school can cause great harm just as group pressure was a component of Hitler's rise to power. Ben Ross, a history teacher at Gordon High School, shows a film about Hitler, the Nazi youth groups and the Jewish Holocaust. He decides to conduct a classroom experiment so that the students can find out what life might be like in Nazi Germany. The students are organized into a movement called The Wave which is enthusiastically adopted. Soon this organization causes violence and causes students to give up their rights. Ben Ross finally takes a dramatic stand to stop this movement.

Lesson Ideas:

1. Was Ben Ross exercising authority or power without authority in leading The Wave?

2. What effect did The Wave have on individual freedom?

3. What were the rules of The Wave? Evaluate them using the Law in a Free Society Authority kit.

4. Show a film depicting Hitler's rise to power. In what ways were the characters in the novel beginning to act like good Nazis?

5. Compare the Ku Klux Klan, Boy Scouts, Girl Scouts, Sororities and Fraternities and The Wave. How are they alike? Different?

6. Write a speech entitled "What Freedom Means to Me."